

The AGRICULTURAL EDUCATION Magazine



Picture legend, page 56.

*Featuring—* Improving the  
Teaching-Learning Process

# The Agricultural Education Magazine



A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

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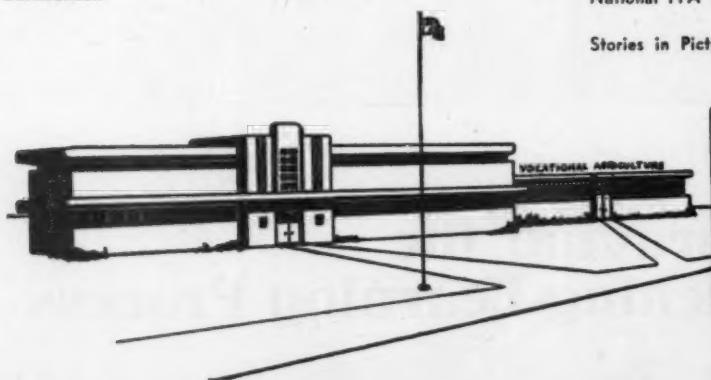
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## Editorials

### Guest Editorial

JOHNNIE HOLMES, Farm Service Director, KLRA,  
Little Rock, Arkansas

Good publicity for your boys and Chapter can be the spark that will kindle your community into a flame of enthusiasm for Vocational Agriculture. It can also be the needed touch to fire your boys for greater accomplishments in their class and project work. But it just does not come by chance. You have to plan and work for it.

It has been my good pleasure the past six years to work with Vocational Agricultural Instructors in several states. The one complaint that I have heard most often is this: "We need more publicity for our boys, Chapters and FFA generally." That criticism is usually directed at the state level. That, in my opinion, is not quite fair. Generally, such criticism comes when there is an opportunity to watch the press or other media during a state event. We watch the amount of publicity 4-H gets, comparing it with FFA publicity. (I certainly do not want to foster or further any misunderstanding between these two fine youth programs.)

In my own mind, this is rather understandable. Generally, members of the press, radio and television are working against a deadline or under pressure. Here in Arkansas, for instance, the Extension Service normally has three people in the editorial department. They coordinate publicity on a district or state basis for seventy-nine county offices. And they have time to work closely with news media. On the other hand, we have 285 white and 52 negro Vocational Agricultural Departments. There is no state editorial group—only the supervisory personnel in the Department of Education to handle publicity. I feel that they do a very good job of holding their own there.

Where does that leave FFA and NFA on a district or state level? Right back into the laps of our around 350 instructors and their Chapter members. Certainly they are busy folks. Most of them are not journalists. But some of them and many others around the country are doing an outstanding job of getting publicity for their boys, Chapters and Vocational Agriculture.

I mention that news media folks are always fighting a deadline. But there are certain ones who can be used by you to good advantage in obtaining publicity. It is just going to take a little of your time. There is your weekly newspaper editor. He will most certainly appreciate a visit from you and some of your boys from time to time. He will "eat up" stories and pictures concerning your Chapter activities. Just do not drop in on him on Press Day. Cooperation of this nature here in Arkansas during FFA Week produced some outstanding examples. The February 25th edition of the "Booneville Democrat" was a special Future Farmers of America Edition. It was packed with FFA features and stories.

You can apply the same technique to regional, district or state news media.

The judicious use of three-cent stamps will do as much as anything to fill your Chapter's scrapbook.

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### Terms have changed as concepts have changed

B. C. BASS, Graduate Student, The Pennsylvania State University,  
on leave from Virginia Polytechnic Institute

"Home project" was a popular term with workers in the field of agricultural education in the years before and immediately following the passage of the first Federal Vocational Education (Smith-Hughes) Act of 1917. It is still used to some extent. But, to many, this term has seemed too limited, and "farm enterprise" has been widely used to replace it.

One of the results of the introduction of some farm machines was the expansion of the farming activities of high school boys studying vocational agriculture. Phipps wrote, "If pupils are to become satisfactorily established in farming, they need to have more than one or two production projects a year."<sup>1</sup>

A still broader term was needed to adequately describe the work done by a student. Consequently, the term "supervised practice program" was introduced. It was used to include all of the productive enterprises, improvement projects, and supplementary farm practices (or jobs) undertaken by an individual student in a particular year. Deyoe emphasized that, "... teachers themselves must acquire a broadened concept of supervised farming before they can guide students intelligently and discuss various aspects effectively with parents and others."<sup>2</sup>

Although "supervised practice program" is still rather widely used, it has not proven entirely satisfactory because some people object to the word "supervised." Such people believe it unduly limits the rights and freedom of the student. They think of the "supervisor" as one in authority who dictates orders which must be obeyed without question. Although much has been done to prove that "the basic function of educational supervision is to improve the learning situation for students,"<sup>3</sup> the erroneous concept still remains in the minds of a few. Therefore, some teachers have considered it expedient to omit the word "supervised" in connection with the program of a student.

With further mechanization of farming in very recent years has come further expansion of the operations carried on by a single farmer. One man, using modern machinery, is now able to produce farm commodities which, in 1900, required the work of six men. This has enabled a high school boy to increase the scope of the work he is able to do.

Also, teachers of vocational agriculture have recognized the necessity for planning the operation of an entire farm as one unit. This emphasized the essentiality of a practice which has been followed by many good teachers of vocational agriculture for some years, namely that of planning each all-day student's farming program with his parents in order to fit it into the operating plan for the farm. When this is done, the high school boy more or less becomes a farming partner with

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<sup>1</sup>Phipps, Lloyd J., *Handbook on Teaching Vocational Agriculture*, The Interstate, Danville, Illinois. 1952. p. 229.

<sup>2</sup>Deyoe, George P., *Supervised Farming in Vocational Agriculture*, The Interstate, Danville, Illinois. 1943. p. 47.

<sup>3</sup>Wiles, Kimball, *Supervision for Better Schools*, Prentice-Hall, Inc., New York, 1950. p. 3.

# Are your objectives showing?

**Teaching effectiveness and home and community support for your program may depend on the answer to this question**

J. T. HORNER, Research Assistant, University of Missouri

WE cannot expect the whole-hearted support of the maximum number of people in our local communities unless we express our purposes in terms clear, concise, and meaningful to laymen. Much of the current criticism directed at modern education grows out of a misinterpretation of the purposes of our programs. A considerable part of the present confusion is due to a failure on the part of school people to identify and express purposes so that pupils, patrons, and taxpayers can understand them. Unless we are able to so identify and express the purposes which give direction to our programs under existing local conditions we will not be able to meet unfounded criticism.

#### Obscure Objectives

Many of the current statements of purpose in vocational agriculture are expressed in "pedagogese" or lingo apparently intended for other practitioners within the same professional group. Even teachers are often confused by obscure and conflicting statements of purposes coming from "ivory towers" in the profession.

Too frequently Johnny doesn't know why he does what he does in the agriculture class. He has every right to know. We as teachers are responsible for his enlightenment. We should use simple, not trite, but challenging and meaningful terms that Johnny can understand and explain to others.

How many of us have displayed beautiful exhibits, presented entertaining demonstrations, conducted interesting tours, and delivered magnificent speeches or programs before civic, fraternal, or professional groups, even via the media of the press, radio, television, or local fairs with the statements of purposes in terms broad, general, and vague? For example, "to promote a cooperative spirit" or "to promote proficiency in farming"?

What constitutes "cooperative spirit"? Do laymen understand the meaning of "proficient"? Indeed, it is necessary even for teachers to analyze closely the phrase "proficiency in farming" in order to know what it really means.

#### Taken for Granted

Too often, to gain support for our program in vocational agriculture, we rely on the good reputation of "education." We tend to take for granted that the public understands our program, feels a need for it, and supports it. The hidden mysteries have been revealed to us. The students, parents, and public should be admitted into the mystic order. Wholehearted and active support can only be built upon a strong foundation of understanding. Good will based on pity can not long endure. Time and effort spent in determining worthy objectives and presenting them as specifics

are well spent. To convince a jury it is imperative that the case be presented in terms understood by the jurymen. Success is the dividend returned to the teacher who does a good job and sells it. School objectives must be saleable.

Forward steps must include first, the planning of the objectives in collaboration with students, parents, advisory groups, administrators, and supervisors; second, a compilation or listing of the objectives or goals agreed upon in terms familiar to laymen (based upon the background of experiences which the students have had); and third, the presentation of these objectives anytime and any place that the public will lend an eye or ear, beginning with the students in the classroom. The faculty, administration, and local citizens should then be informed explicitly through the media of fairs, exhibits, programs, tours, and other means.

We should keep in mind that objectives are best expressed when they are addressed to or framed by the persons most concerned (the students) and that they should aid us in selecting the subject matter and appropriate learning experiences to be included in the school work.

#### Identify Goals

One approach used by teachers to permit identification of individual goals for individual farming programs includes the following steps:<sup>1</sup> First, discuss in class the meaning and importance of standards and goals; second, allow each student to study efficiency standards; third, have students compare these with standards on the home farm; fourth, have students study "approved practices"; fifth, allow students to determine their standards of efficiency (including the reasons for choosing the goals they did); sixth, have students develop a plan of action to achieve these goals; seventh, have students put the plan into action; eighth, have students evaluate the plan by comparing their accomplishments with the results from former plans and with the ideal. Analyze the records in relation to goals to determine why they obtained the results they did.

#### Meaningful Objectives

Consider, if you will, the aforementioned statement of purpose, "To promote proficiency in farming." The next obvious move is to break this broad statement of purpose into statements similar to the following:

1. To aid each student in becoming satisfactorily established in farming.
2. To aid each student in producing farm commodities efficiently.

<sup>1</sup>Free translation of terms from Phipps-Cook, *A Handbook on Teaching Vocational Agriculture*.

3. To help boys learn to market well what they raise on the farm.
4. To help each student learn how to maintain the soil which he has inherited or purchased.
5. To assist the students in learning how to manage a farm as a business.
6. To aid students in learning how to get along with members of the family and the neighbors.

For high-level statements of purposes these may be entirely satisfactory. Words, if used by different people, may have completely different connotations (e.g., "Hoodlum," when used by a Russian means a sympathizer of American ideals—thus, in his opinion is very bad. At the same time, we try diligently to promote the same). Institutional or high-level statements of objectives are inadequate. They do not contain the winning words—the words which assure us that the local public will understand the functions of and feel the need for our program.

Until vague explanations of our purposes cease to exist people will continue to go away from our programs or displays asking within themselves, "What are they actually doing in vocational agriculture?" Our best and surest method is the one of "specifics" in bridging the gap between broad institutional "top-level" objectives and the objectives of the individuals in our classes. Instruction is based primarily upon experiences derived from productive projects and local agriculture—so must the objectives be based. Objectives must be discernible by all concerned.

#### An Illustration

Once a pattern is set up and understood, the agricultural enterprises (crops, livestock, management, and farm mechanics) provide areas in which the statement of objectives is relatively easy. An illustrative objective related to the corn enterprise is offered: To improve the *corn production* of the class members this year. ("Improve" is broadly used and includes more than increase.) The stating of objectives as well as the instruction will begin with the current corn growing status of the students and move in the direction of improvement or indicated changes needed. For example, to have all members with corn projects to change from the use of open-pollinated seed corn to the selection of adapted varieties of hybrid seed. (To be more specific, one might say to have 100 per cent of students with corn projects use U. S. #13 certified seed corn this season.) This is explicit and recognizable. Illustrations are voluminous—change from no records to complete records on the corn project, from no seed germination test to roll-towel test, from haphazard fertilizer applications to applications according to soil test, and so on through seed bed preparation, planting, cultivation, rotations, harvesting, storing, and marketing the crop. These are close-to-home and can be drawn from class discussions, individual visits or conferences, and

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A part of the total class works on a problem in the bean enterprise. They have needs common to their group.



These boys are at work on a problem in which they have an interest not shared by other members of the class.

## Have you tried small-group instruction?

**A means of solving problems which are specific to the needs and interests of your pupils**

GEORGE W. WIEGERS, JR., Teacher Education, University of Tennessee



G. W. Wieggers, Jr.

prefer to set it up as a large problem. Whether a teacher uses a job or problem statement to identify the teaching unit is relatively unimportant. An analysis of situations which justifies teaching a unit on "Caring for a sow at farrowing time" may, however, reveal something of tremendous importance to both students and teacher.

In a typical class it is not uncommon to find that one or more students come from farms having adequate facilities to care for farrowing sows and that the students coming from these farms had adequate experiences. Some of the students may come from farms which have provided adequate experiences, but these farms at present may have inadequate facilities for farrowing. Another group of students may come from farms where hogs have been produced for many years and the facilities are adequate, but these students may have had little or no experience in caring for the sows at farrowing time. Still another group of students may have had neither experiences with sows nor live on farms having farrowing facilities. The teaching unit is the same for the four groups of students mentioned, but each group of students has a set of problems different from the other groups. It would not be surprising to find in the class students who do not intend to have swine in their farming programs. Some stu-

I HAVE not only taught, but have observed many prospective and beginning teachers of vocational agriculture teach a unit on "Caring for the sow at farrowing time." Some of these teachers set up the unit of instruction as a farmer's job, whereas others

may have productive enterprises in their farming programs that are not found in sufficient numbers to justify teaching specific units in these enterprises to the entire class. What can be done to help each student solve his own particular problems?

One method that has been used effectively is small group instruction. This method may be interpreted to mean the division of a class into working groups according to selected jobs listed on the students' job calendars.<sup>1</sup> The size of each group may vary according to the jobs that are to be studied.

The purposes of small group instruction are to provide for individual needs which cannot be met adequately through whole class instruction, give each student an opportunity to study all jobs listed on his individual job calendar, give the student a better opportunity to carry out his farming program satisfactorily, and provide the student an opportunity to work with individuals who have situations and problems similar to his own. In brief, small group instruction is used as a means to meet the needs of students which cannot be met through whole class instruction. Whole class instruction is not necessarily subordinated to small group instruction, because many situations, jobs, and problems are common to the class as a whole.

The use of small group instruction requires organization within the class. One approach is to divide the class on the basis of jobs within an enterprise. Some groups, for example, may work on jobs within the corn enterprise, other groups may not be concerned with corn, but will work on jobs in the dairy enterprise, and still other groups may work on jobs in tobacco. Each group working on a job may be divided, on the basis of specific problems within the job, into smaller groups. The students should

then be ready to gather around tables according to jobs to be studied.

After working groups have been set up, it is desirable to appoint a chairman for each group. The teacher or the students in each group may make the selections. The chairman can serve a two-fold purpose: He can be responsible for the activities of the group during the class period, and be responsible for a progress report at the conclusion of the period. The chairmanship should perhaps be rotated so that each member in the group will have an opportunity to assume leadership responsibilities.

Students will need guidance in identifying problems to solve. Experience with small group instruction indicates that problem solving procedures need to be demonstrated to the whole class before an attempt is made to divide the class into working groups. If the teacher demonstrates the procedure several times early in the school year by using jobs common to the whole class, the students, if they are made aware of the procedure, will probably encounter no major difficulty in analyzing a job into real farm problems. Before each group starts analyzing its job into problems, the teacher should introduce that job and lead the students to feel a need for reflection, study, and discussion. Some teachers have each group make a list of problems that need solution. It is the teacher's responsibility to supervise each group as the lists are developed. The teacher must know the situation on each boy's home farm if he really intends to help students identify their own problems. He should keep in mind, as he helps students, what he wants them to be able to do when they get through studying, and what facts they need to learn. After each group has developed its list of problems to solve, the chairman of each group may copy its list on the board for the whole class to judge. Some teachers, however, feel this step is a waste of time and is not necessary if the teacher supervises the groups carefully in setting up the problems.

Teachers who are aware of the many problems facing their students may have the needed references ready for distribution to each group by the time each group completes its list of problems. A simpler approach is to have all teaching materials indexed so that students can

<sup>1</sup>Wieggers, George W., Jr., "Making a Job Calendar," *Better Farming Methods*, Vol. 26, February, 1954, p. 20.

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# Don't neglect evaluation

**Examine your use of evaluation as a means of improving the teaching-learning process**

DON MEADERS, Graduate Student, Michigan State College



Don Meaders

that a high correlation exists between the "grades" our students receive and their actual progress toward the goals of the program of vocational agriculture in the community?

Are we being fair to our students in the evaluation of their work? Do the objectives of our evaluation of their progress really parallel the objectives of our teaching programs?

#### Grading and Evaluation Are Different

A distinction should be made between the terms *grading* and *evaluating*. To grade means to arrange in order, steps, or classes according to size, quality, or rank. To evaluate is to appraise carefully. Evaluation of student progress can be made without ranking the students. An evaluation of some kind must be made before grading can be done. If the objectives of the teaching program are focused on desired changes in the student, then a careful appraisal, an evaluation, of the student's progress should precede any grading. The evaluation should involve the student to the same extent that the student should be involved in formulating the objectives of the teaching.

#### Evaluation in General and Vocational Education Is Different

Evaluation and grading are related to the learning done by the student. Learning is the result of a process by which the student becomes changed in behavior, as a result of his own activity (mental or physical). We recognize that one of the teacher's major responsibilities is to direct the learning process toward desired goals. As teachers of vocational agriculture our responsibilities are further refined to directing the learning process toward vocational objectives. Since the student and his learning are at the heart of our evaluation procedures, we shall recognize that evaluation procedures adequate for *general education* are not necessarily adequate for *vocational education*. Most of the evaluation procedures we commonly use are inadequate for measuring achievement toward VOCATIONAL OBJECTIVES.

Educational research workers for many years have reported that the abili-

ties to memorize and to express one's self verbally do not necessarily indicate an ability to apply that same information. We recognize that a boy may be able clearly and concisely to describe how to treat seed, or to castrate pigs, but that same boy may never treat his own seed oats, or castrate his pigs. Assuming a need for the use of these particular practices, we certainly ought not to be satisfied with mere verbalization by our students. The "grade" that the student receives ought to be highly correlated to the actual DOING ABILITY, and not merely to the performance on a paper-pencil test.

#### Evaluation Techniques Should Vary with Different Teachers

Questions of evaluating and grading students are being answered by every teacher who submits a grade for the progress of his students. Although each teacher has his own procedure, he is probably ready to rationalize its merits. It seems logical that no one procedure would be best for all teachers. But it also seems quite logical to assume that certain principles exist that could be used by all teachers for developing their procedures for evaluating the progress of their students.

In every school teachers are required to submit "grades" every six or nine weeks on all of their students. Traditionally those "grades" convey certain meanings to the Principal, the parents, and the students. Since those "grades" are broadly interpreted as indicators of success or failure, the basis for determining those "grades" should be consistent with the objectives of the vocational program that we are conducting.

#### Some Principles for Developing Evaluation Procedures

Over a period of five years my own procedures for evaluating the progress of my students were continually revised. The trend was toward a greater degree of student participation both in the evaluation process and in the development of the total program of instruction. More recognition was given to the objectives of the individual students and to their own opportunities and abilities.

An evaluation procedure can, and should, contribute to the total learning process for our students. Some specific points that should be considered and incorporated into a desirable evaluation procedure are as follows:

1. Measure desired educational outcomes in terms of changes of behavior.
2. Measure high quality student thinking (creativity, judgment, and reasoning).
3. Measure student behavior in terms of progress toward *goals accepted by him* and considered desirable by the teacher, rather than in terms of *teacher goals*.

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#### Vo-Ag Evaluation Sheet

1951-1952

Name \_\_\_\_\_

For \_\_\_\_\_ six weeks

Date \_\_\_\_\_

My final Grade \_\_\_\_\_

My estimated Grade \_\_\_\_\_

#### I. Farming Program (%)

##### A. Production Projects

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

##### C. Accomplishments in S.F.P.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

##### D. Things I should have done in my S.F.P.

1. \_\_\_\_\_
2. \_\_\_\_\_

#### II. Record Books (%)

- Neatness
- Completeness

#### III. FFA (%)

- Attendance
- Participation

#### IV. Shop (%)

- Projects constructed
- Quality of work
- Use of tools
- Co-operation

OR

#### V. Classroom (%)

- Participation
- Co-operation
- Notebook
- Up-to-date
- Neat and complete
- Clippings

- Correct spelling and English
- Pictures of project
- Accuracy

- Responsibilities
- Co-operation

# Magazines are teaching aids

Of what value can magazines be to an Ag Department? How and what magazines should be selected? How can I best utilize them in my Vo-Ag classes? These questions have plagued every Ag teacher.

LEE WALBERT, Graduate Student, University of California

THE latest news from the pens of men in agriculture comes from agricultural magazines. They supply the reader with current farm news, discuss recent discoveries, and keep him abreast of the times. They are written, in most instances, in simple terms easily understood by the reader. Also, articles are seasonal. In contrast, textbooks, bulletins, circulars, and mimeographed materials represent knowledge accumulated in the past. Often they are encyclopedic in nature and generalized as to applicability. The information furnished by these so-called permanent types of publications is more inclusive than that appearing in the periodicals. But for effective, up-to-date materials, teachers of vocational agriculture generally recognize the advantages of agricultural periodicals. And if they are of value to the teacher, they will be of value to the student if he is taught how to use them.

#### Pupils Require Aid

These magazines cover a wide variety of matters related to farming. Some of these items are of passing interest, or do not apply to local conditions. But other articles are important because they furnish new subject matter, or at least supplement that already on hand. If allowed to use these magazines in the classroom, the students are encouraged to read regularly from periodicals and to realize the value of periodicals as a source of current agricultural information. It will aid them in determining the economic possibilities of certain enterprises and may inspire FFA members through reading of the accomplishments of boys who belong to other Chapters.

Below are listed five categories of agricultural magazines with examples of each grouped according to their content:

#### Trade and Breed Publications

Poland China World  
Shorthorn World

Quarter Horse Journal  
American Hampshire Journal  
Dog World  
World Crops  
American Poultry Journal  
Bee World  
Crops and Soils  
Citrus Leaves  
Soil Science  
Popular Gardening

#### Government and State Publications

Ag. Situation  
Consumers Guide  
Farm and Home News  
Crop and Market reports  
Soil Conservation report  
Economic report  
Situation reports  
State publications  
USDA publications

#### Professional Publications

NEA Journal  
County Agent Vo-Ag Magazine  
CTA Journal  
Newsweek  
Educ. Leadership  
Audio-Visual Guide  
Adult Leadership  
Ag Education magazines

#### General

Farm Quarterly  
Furrow  
Farmers' Digest  
Nation's Agriculture  
Southern Calif. Rancher  
Farm Journal  
Country Gentleman  
Hoard's Dairyman  
Successful Farming

#### Miscellaneous

Agr. Leaders Digest  
California Farmer  
Letter  
Nature Magazine  
Science News  
Sunset  
Popular Mechanics

#### Sources

Where do we obtain these magazines? Almost daily, Ag Departments receive advertisements in the mail from publishing houses and private enterprises. Many of these offer reduced prices to schools and to their Vo-Ag teachers. The University of California Department of Agricultural Education at Davis can supply a list of selected magazines suitable for the Vo-Ag Department and has such information as the address of the magazine's publishers and the approximate yearly cost. Merely by dropping a postcard to a specified company, or publisher, the teacher can obtain charts, pictures, graphs, photos, samples, and many other helpful devices that can serve for up-to-date materials. In the magazine, *County Agent and Vo-Ag Teacher*, there are two pages of booklet bulletin review. A card is attached with numbers for encircling to indicate the material desired. These are sent free upon request to readers of the magazine. *Better Farming Methods* also has book reviews, the latest visual aids, and a list of catalogs available from machinery manufacturers and other commercial companies. Many farm magazines publish this information also.

#### Filing Magazines

Assuming that the mailman delivers twenty or more magazines to the Vo-Ag Department per month, these magazines must be cared for properly. A method of having the magazines available to both teacher and student which is handy, clean, attractive, and convenient for restoring magazines to their places, is the wall magazine rack. It is suggested that a rack capable of holding a year's supply be constructed in such a manner as to have a closed compartment under the display of current magazines, for storing the old issues so that they always will be available.

Magazines usually are selected by the teacher or by the teacher and the students. The selection of magazines is governed by subject matter content, needs and interest of the students, past custom, and price, although it has been found that subscription expense in many cases is paid for by students either directly or through the FFA. All will agree that subject matter and needs and interest

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Effective use of magazines requires assistance to the pupil



Oral reporting and note-taking by the class is a useful device

of students are the most important factors governing selection.

Ninety per cent of Vo-Ag teachers report that they order several types of magazines on the multiple basis. The advantages of this are:

1. More students can have immediate access to periodicals.
2. Definite assignments are more easily made.
3. Greater regularity of individual reading is promoted.
4. Cost per copy usually is somewhat less.

#### How to Use Magazines

Now, if it is agreed that agricultural magazines are of value in the classroom, the next step is to promote the use of them by the students. This can be done in the following ways:

**Group Study.** It is desirable at times that the entire class read an article, for example on hog cholera, which might be on sanitation, prevention, and other factors. The assignment could be made to the class for an appropriate number of minutes, and then as a group they could discuss its content, bringing out its significant teachings and correlating them with previous knowledge and experience. This can be done only with multiple copies of the magazine.

**Class Reports.** Reports based on the subject matter appearing in Ag periodicals are used widely in classes of vocational agriculture. Perhaps they are the most effective when they pertain to some phase of the individual's farming program, or deal directly with an important home-farm problem. A suggestion is to have these reports once or twice a month.

**Lesson References.** Ag periodical references serve as supplementary materials for subject matter found in textbooks, bulletins, and specially-prepared memos. Clippings from back issues often prove helpful in bringing into consideration more recent data than can be obtained from textbooks or bulletins.

**Student Farming Programs.** Through systematically encouraging students to read farm publications with their own programs in mind, such reading should stimulate interest and performance in program activities. Many good teachers of Vo-Ag urge students to have periodical reference collections accompany their farming program record books. Then, too, occasional opportunity should be provided for class reports of new items.

**Leisure Reading of Farm Magazines.** This is a reported usage of agricultural magazines in which pupils are permitted to scan current issues at odd times, reading whatever appeals to them. However, the instructor indirectly should guide this reading to be certain that it is not a "time killing" pursuit. A casual question or two concerning what the boy read, whether he noticed a particular article, or what he thought of a specific item, may suffice to make leisure reading more purposeful and help develop worthy habits.

After the class has received a few weeks' training in magazine study, it is stimulating to have an "open area" type

of assignment in which the students browse through farm magazines and then select subjects for their reports. To many rural high school boys farm periodicals are merely something to browse through when time must be passed until something more attractive comes along. Only a minority of boys have seriously considered reading farm magazines as an opportunity to educate themselves vocationally. Consequently, the experienced teacher of agriculture finds he must arouse the interest of his students if they are to secure the maximum benefits when studying agriculture periodicals.

Several instructors who have done outstanding work in developing student interest in magazine study use the following procedure with good results. Whenever the new number of a magazine is received in bundle lots, copies are distributed to allow students to "leaf through" them. After a satisfactory time, the class is called to order and the teacher examines the magazine with the class. He comments on the major articles, pointing out their importance locally and otherwise, and at times connects items with the farming program of an individual student. Relationships perceived by the group are also welcome additions during the preview, for they encourage later reading of a more critical nature.

#### Create Interest

Many other methods designed to promote interest are available. Occasionally the teacher will tell the class about an article. When interest is at its peak he allows the boys to guess the outcome. This creates a desire to read it for themselves. Other instructors place lists of worthwhile articles on the bulletin board and give points for a written summary of them. Permitting students to browse in the Department library has proved quite helpful in fostering interest in magazines. Another teaching trick is to call a student's attention to a particularly good item dealing with a phase of his farming program. The item is marked and the student asked to give his opinion of its merit after reading it. Controversial articles can be examined in terms of past experiences; i.e., do these facts hold good under local conditions? Later, student and teacher will discuss the salient points of the article, or a special report may be made in class. Incidentally, the study of agricultural periodicals can be employed as one means of caring for individual differences in students' capacity.

Public speaking ability can be a direct outcome of oral class reports. The student tends to grow in his ability to think on his feet and acquires confidence as he successfully faces his contemporaries. An occasional suggestion from his teacher, looking towards his improvement, will help, while judicious praise also has a marked influence. Teachers say that former students often express their appreciation of the training in public speaking they received through delivering reports in class. Some go so far as to declare this experience to be one of the greatest advantages they obtained from courses in vocational agriculture. It also is a valuable help in developing interest in

#### Editorial -

(Continued from Page 51)

one or both of his parents. In many cases this partnership is very real, even to the extent of the boy and his parents having a written agreement for cooperatively operating the farm.

These conditions have caused some agricultural education workers to consider the term "practice program" inadequate to describe the farm operations and responsibilities carried out by the better high school student. After searching for a more suitable term, some are now using "farming program." This term includes all of the productive enterprises, improvement projects, supplementary practices (or jobs), and placement (assignment) for experience which are carried out by a student under the direction of the teacher as a part of the instructional program in vocational agriculture.

We must be sure the term, "farming program," carries with it the intended meaning—a full program, adapted to the student's needs, facilities, and abilities: productive enterprises (or projects), improvement projects, supplementary practices (or jobs), and perhaps placement for experience. This term rightfully implies greater responsibility on the part of the teacher and on the part of the student for the student's part of the farm business than terms formerly used, because the increase in responsibility is in proportion to the increase which has taken place in the average student's farming activities. The term, "farming program," has the additional advantage of giving deserved recognition to the increased scope. □

#### The Cover Picture

The title for our Cover picture is "Blocking a Sheep." Members of the Vo-Ag department at Lind, Washington, are shown fitting a lamb for the Junior Livestock show held at Spokane, Washington. In addition to the instruction being given on fitting, the boys have gained other desirable experience in the form of construction of the table on which the lamb stands. Note the holding arrangement which fits around the neck of the lamb. The legs of the table are made of pipe. They can be unscrewed from the table. Also, the neck-stand for the sheep is detachable, permitting strapping it and the legs to the table top for ease in storage or for transportation from farm to farm. The instructor, shown in the striped overalls, is Bill Boldman of the Lind department.

local and state oratorical contests conducted under the auspices of the FFA.

The magazine is definitely a step to better and more progressive education. Vocational Agriculture teachers should use it to the fullest extent.

The teacher has a wealth of interest-developing devices at his disposal. These procedures, properly utilized by the resourceful instructor, undoubtedly will increase the effectiveness of the study of agricultural periodicals in our classes. □

# Tricks of the trade

## Some teaching techniques and aids which have proved useful

MICHAEL J. RICCI, Vo-Ag Instructor, Thompsonville, Conn.



Michael J. Ricci

or before one finds a technique that can be considered especially effective. Even then one finds that through continued use changes are made since classes vary. No attempt will be made here to classify the innumerable aids available; rather, I will touch upon some techniques that have been used with success.

I have found demonstrations to be most helpful. I feel that demonstrations can also be used effectively when employed with the aid of a student whom you can have coached to do the job. Have him put on the demonstration while you point up the pertinent steps in the performance of the job. Such an approach has proved effective on jobs such as transplanting shrubs, cutting a large limb, dehorning a calf, etc. Following a discussion of farm credit, I have had students apply to me, acting as a banker, for credit. The class would listen to the request for credit, and they, too, would participate. Class situations can be used most effectively in teaching the proper use of check endorsements by setting up situations for the transfer of checks on the basis of mock transactions.

Field trips for the purpose of observation and more particularly for the purpose of learning by doing are, I think, one of the most effective teaching aids the vo-ag instructor can utilize, principally because the students like trips and learn through them. Here is a technique I have used for teaching the job of laying a cement floor:

THE use of various teaching devices and aids are of immeasurable help to the vo-ag instructor in his effort to do a better job of teaching. There is no end to the kinds and number of aids that the instructor can obtain or make-up, or conceive. It takes much trial and

error before one finds a technique to be cemented and to discuss with the farmer his needs, and the use he will make of the cement floor.

2. Review of field trip by writing essential data on blackboard. Distribute *The Portland Concrete Handbook*, review use of index, and direct class to: (1) work out the amount of materials needed based upon the information found in the reference and (2) determine the cost of the job. While the class is working out the problem, I pay particular attention to the work habits of the group in order to observe how they are progressing. Often I find it necessary to interpret the use of tables to them. (I like to approach the job in this way because it provides the student with the opportunity to solve a practical problem for himself when given a reference to use.)

3. Class discussion accompanied by a summary of pertinent data on the board with inclusion of cost of job.

4. Use of visual aids, film strip and/or sound film showing job being done and providing needed background information as to the importance of cement, its strength, etc.

5. Discussion of labor distribution for work to be done, equipment needed, laying out the area for the job, etc.

6. Performing the cement job on the farm.

7. Class discussion; review of the job; other jobs that might be done using the same procedure; making use of the information and skill learned on the home farm.

Another technique used with success is related to the study of setting-up records and accounts for the farm business. Following a discussion of the importance of keeping records and the requirements for a good system of records, make available to the class a number of record books applicable to the farm business. The record books have been collected from various sources, many of them free. Each student is to evaluate the books and select the one that he feels

will be the best for his particular farm business. He explains reasons for his selection in a written report.

I have found that working with faculty members, soil conservation men, farm credit representatives, and representatives of the State Light and Power Company, among others, has added much to the offerings of the program and provides an opportunity for the class to meet with representatives in the field of agriculture.

For over a year now I have been adding to my file of color slides, some of which already had been found most helpful in my work. Slides have proven useful in (1) preparing for field trips, (2) reviewing information covered on field trips, (3) preparing for a phase of the supervised farming program, (4) publicizing the work being done in the department by showing the slide to local service clubs (and to prospective students of the eighth grade as well), and (5) providing a record of some of the accomplishments of the students enrolled in the department.

I would like to mention an outline, "The Carlisle Method," which I have found most useful in lesson planning. I learned of it while I was in the service. It consists of: (1) preparation on the part of the instructor involving the procurement of the necessary information and material related to the lesson being taught; (2) explanation of the lesson by the instructor; (3) demonstration of the proper techniques related to the job; (4) application by providing the student with the opportunity of doing the job himself; (5) correction of errors that the student has committed, and finally (6) testing.

Of all the teching techniques and aids I have used, the most effective have been field trips, demonstrations, sound films, and original slides. □

## October Issue Theme...

### School and Community Relationships



Having your students assist in demonstrating calf dehorning can be effective.



Opportunities for participation as in this example of adjusting a fertilizer sower provide effective teaching.

**Do you question the value and importance of objectives in your teaching? Then read—**

# Why objectives?

JOHN A. SNELL, Supervisor, Maine



John A. Snell

step in effective teaching.

Yet, with all the attention which has been given to the matter of objectives, it appears that the outcomes of class and individual instruction in vocational agriculture too frequently fall short of those desired. Why? Can it be that the teacher fails to define his objectives clearly, and in terms of outcomes which can be identified and measured? Can it be that in attempting to "cover" a job in a planned period of time the instructional process is terminated before it is completed: i.e., before there is sufficient student application and adequate evaluation of the job? Or can it be that, having defined objectives, the teacher forgets or ignores them when selecting, conducting, and supervising learning activities? Whatever the reasons, it is my conviction that *there is no single practice which could so improve instruction as the careful formulation of definite and specific teaching objectives.*

At this point it is perhaps well to make it clear that we are discussing the teacher's objectives of a unit or lesson. These should, of course, be in harmony with and contribute to the over-all purposes and objectives of the course<sup>1</sup>. However, our consideration is here directed to the more definite and specific objectives which it is planned to reach in a relatively short period of time. They are the unit outcomes which together make up vocational competence.

We are also concerned here with the teacher's objectives rather than those of the students. Although the first should be selected in terms of student needs, the two are frequently quite different. The teacher should be concerned with student learnings which represent permanent attainments. The student's objectives, on the other hand, are more often concerned with the solution of immediate problems.

To illustrate this difference, let us assume that a class is studying the feeding of dairy cattle. The teacher's primary purpose may be to develop in the students the ability to consider pertinent factors and available information intelligently in formulating an efficient feeding program for a dairy herd. If attained, this ability could be put to use again and again under varying circumstances. The

student's interest at the moment may be confined to the hope of securing the best possible results with his own dairy animals. For this purpose, the teacher could analyze the situation, tell the student what he should do, and thus solve his immediate problem and fulfill the student's objective. This would not result in the desired *learning*, however. How often are teachers guilty of failing to see the forest (those important permanent learnings) because of the trees (the student's immediate problems.)?

### Importance of Objectives

Just how important is the formulation of specific and valid objectives? Consider an analogy. If you were planning a trip, one of your objectives would be to reach your destination. If this were your *sole* objective you would select your route and your means of travel so that you would reach it most economically in terms of time and expense. However, you may have other objectives. You may desire to follow some scenic route for enjoyment. You may want to visit some points of special interest. You may plan to visit relatives or friends enroute. You may have some items of business to transact on the way. What do you do? You consider the relative importance of your objectives, and the time and funds available. Does this objective or that one justify the extra time, travel, or expense it requires? You finally decide which objectives are justified and valid under the existing conditions, and you then plan your route, your means of travel, and the time needed so that you will accomplish those objectives as satisfactorily as possible.

It seems to me that this analogy is entirely appropriate, and in this light, objectives assume their real importance. The careful definition of desired outcomes or objectives is of the *utmost importance* if teaching is to be both effective and efficient. In my opinion *this is the first essential step and the most important step in lesson or unit planning*, since the nature of the objectives will determine the methods to be employed, the time to be allocated and the appraisal of results. We must first know where we want to go, before deciding the direction to take and the route to follow. And unless we know where we want to go, how can we tell when we have arrived?

What should be the nature of unit objectives? Obviously, these should comprise the outcomes which we expect to result from the learning activities. They must be in harmony with and contribute to the major over-all aims and purposes of the course. However, they should be so clearly defined and so specific that we can readily determine whether or not they have been attained.

Burton<sup>2</sup> lists possible outcomes as understandings, appreciations, attitudes,

abilities, skills, facts, values, and behavior patterns. All such outcomes are important and, if of the right type, desirable. For practical application in the teaching of vocational agriculture, it is well to simplify this list somewhat. Morrison<sup>3</sup> states, "And so we can say that the learning products which constitute that process of individual adjustment to the world which we call 'education,' and which are the objectives of teaching, are always either *attitudes* or *acquired abilities*." This may be an over-simplification, since Morrison uses the term *attitude* in a broad sense, which includes the understandings, appreciations, and values of Burton's list. On the other hand, it may be helpful to consider objectives in these broader categories, which are in general agreement with the classification of Hammonds.<sup>4</sup>

If we accept this classification, can we conclude that one type of objective is more important than the other? In vocational training, we naturally emphasize abilities. What can the student actually *do* as a result of instruction? What he *can* do, and what he actually *will* do are, however, intricately related to attitudes. In the final analysis the effective ability—what the student *will* do—is the ultimate aim, and we cannot say that either ability or attitude is more important,—both are essential considerations.

### Place of Facts

What about information, facts, or "knowledge"? Information constitutes one of the materials or media, the use of which is necessary in developing the desired attitudes and abilities. We cannot work without information. Its importance, however, is determined by the extent to which it contributes to the development or revision of an attitude or can be applied in the exercise of an ability. The mistake too often made is to consider information an end in itself. We should continuously remind ourselves that the *memorization of an item of information is never, in itself, learning* (unless it can be considered as developing the ability to memorize.) We should also remember that much of the information we use in teaching agriculture represents not the final and uncontested truth, but only the best information available to us today. We may have better information tomorrow. How much more important, then, that students learn how to make use of the best available information in solving their problems rather than to simply accept present information as the *truth*? The objectives, therefore, should be concerned with the development of attitudes of understanding and appreciation, and the abilities necessary to use the currently available knowledge most intelligently in solving their own problems as they arise, *both today and tomorrow*.

Proficiency in farming involves many abilities. "These abilities are developed in situations where something needs to be done; where the learner has a part in selecting and evaluating information, in drawing inferences, in making decisions, in formulating plans, and in evaluating outcomes."<sup>5</sup> In defining objectives the teacher should ask himself "What should the student be able to do as a result of

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You can save time, effort and expense if you

# Put your pictures in the bank

RALPH J. WOODIN, Teacher Education, Ohio State University



Ralph J. Woodin

SEVERAL Ohio vocational agriculture teachers have adopted the idea of putting their pictures in the "bank." The "bank" in this case is a file in which they keep both prints and negatives. The advantages of such a print and negative file might be summarized as follows:

(1) Good pictures may be used for many different purposes over a period of several years. A good picture may be used to illustrate a news article; it may be used later in the high school annual; it may also illustrate an application for a FFA Contest or an annual report of the department.

(2) A picture "bank" saves the teacher time in finding a good picture when he needs one instead of searching through a drawer full of pictures. By adopting some system it is possible to find both the negative and print very quickly.

(3) A negative and a print file protects prints and negatives so that they may be used for years without their pictorial value being lost due to dust, scratches, and other damage.

The steps in developing such a picture or "bank" file can be summarized as follows:

1. **Secure the equipment.** In the Department of Agricultural Education at Ohio State University, we use a 6" x 8" steel card file for filing purposes. This size of file is well adapted to filing 4" x 5" prints and negatives. File guides of appropriate size can be cut from cardboard. The next item of equipment is print and negative envelopes. For the maximum protection of negatives, glassine envelopes should be provided for each individual negative.
2. **Set up a filing system.** This system should be a simple one and one which is adapted to the needs of the individual teacher. The system which we use has these headings:
  1. Adult and Young Farmer
  2. American Farmer and National Convention
  3. Camp Muskingum
  4. Farm Mechanics
  5. High School Classes
  6. Ohio FFA Convention and Judging Contests
  7. Local FFA Activities
  8. Physical Facilities
  9. State Fair
  10. Ohio Vocational Association
  11. Ohio Vocational Agriculture Teachers' Association
  12. Teacher Training
3. **Keep a separate file for both nega-**

*tives and prints.* In this manner it is possible to keep extra copies of prints which are on hand, but by always keeping the negatives, it is possible to replenish the supply of prints as needed.

4. **Start a new file each year.** The ease of using this filing system is facilitated by dating the file guides each year so the person wanting to find a picture can easily locate his picture from the year's accumulation of prints and negatives.
5. **Keep the system working.** This requires that every print and every negative be filed promptly.
6. **Let others make use of your file.** As soon as your local editor, your local school administrator, or other teachers learn that your file is a dependable source of good pictures, they will come to you for pictures for various purposes. As a result more and more people learn to understand your program of vocational agriculture. □



A. E. Ritchie, a member of the Department of Agricultural Education at Ohio State University, "goes to the bank" for a picture which he needs. Shown in the picture is the file drawer which contains both a print and a negative file.

discussion. This latter approach is somewhat time consuming, and some students lose interest because they are not concerned with some of the jobs. At the conclusion of the discussions each student may write a summary of solutions to the problems he solved. Regardless of whether students write summaries, each student needs to write plans for the jobs in his farming program. These plans should indicate precisely what he is going to do on his home farm as a result of solving his problems in class.

An alert teacher will keep check on the progress of students at all times. He can keep himself informed by supervising each working group. At the end of each class period he can ask the chairman of each group to make a progress report. Each progress report helps the teacher in making his plans for the next day. A copy of each student's job calendar should be kept on file by the teacher so that he will always know what jobs each student has studied as well as the jobs he needs to study. To keep some groups from wasting time after its listed problems have been solved, the teacher needs to be in a position to suggest other jobs for the group to work on as soon as the members are ready to begin. Students having well rounded farming programs have more problems to solve than can be handled in scheduled class periods. Some teachers have students who do not have sufficient problems in their farming programs work with students who have real farm problems. This practice has some advantages, but may create disciplinary problems for the teacher.

To meet farm needs of students more adequately necessitates the use of small group instruction. Such a method has both advantages and limitations. Students can gain many benefits from this method of instruction and the teacher can, by carefully planning for each class period, avoid the confusion experienced by unprepared teachers. Teachers should allot time on their teaching calendars each month for students to solve their own productive enterprise problems. □

## Have you tried . . .

(Continued from Page 53)

find the references they need by themselves. Students should not only learn to identify their own problems, but should learn to find facts to solve those problems. This does not mean that the teacher delegates all responsibility to students for finding the needed references. The teacher should list the available references for the jobs that are being studied in his teaching plan so he will be ready to help students who are unable to locate suitable materials.

Before each group settles down to reading, the members may exchange experiences and observations on the problems at hand. After the experiences and observations have been discussed, the students study references to verify what they have seen and done, modify their experiences, broaden their experiences, and acquire usable information. A helpful teacher will follow good supervision practices as he goes from group to group. A discussion may need to be conducted in arriving at solutions to the problems after the references have been studied. A short discussion may be led with each group, or an open discussion may be conducted with the members of all groups participating in the

**Learning efficiency is increased if you—**

# Provide for individual differences

J. MARTIN REID, Vo-Ag Instructor, Vienna, Maryland



J. Martin Reid

THE guidance directors in our schools have the responsibility for directing students into the right pathways. They should send us interested pupils. After we get the pupils it is our job to advance them as far as they will go in our field. Our program in agriculture provides

for those who are interested in farming and those who plan to enter the farming occupation as a life's work, but the teacher must provide for the individual differences.

The need for study of individual differences is well illustrated in the following story:

"Once upon a time the animals had a school. The curriculum consisted of running, climbing, flying and swimming, and all the animals took all the subjects.

"The duck was good in swimming, better in fact than his instructor, made passing grades in flying, but was helpless in running. Because he was low in this subject, he had to stay in after school and drop his swimming class to practice running. But average is acceptable, so nobody worried about that except the duck."

"The eagle was considered a problem pupil and was disciplined severely. He beat all the others to the top of the tree in the climbing class, but he had his own way of getting there."

"The rabbit started at the top of the class in running but he had a nervous breakdown and had to drop out of school on account of so much make-up in swimming."

"The squirrel led the climbing class but his flying teacher made him start his flying lessons from the ground instead of from the top of the tree, and he developed 'charley-horses' from over-exertion at the take-off and began getting C's in climbing and D's in running."

"The practical Prairie dogs apprenticed their offspring to a badger when the school authorities refused to add digging to the curriculum."

## Ways and Means

Our program in agriculture provides one of the best areas in which to work with individual differences. Our slogan "learn to do by doing" indicates a concrete approach to the subject. Some of the practices that have been successfully used by the writer are:

1. Organize course materials into broad concepts and give the class problems that relate to their individual home program of supervised farming. An example of this would be

in teaching a unit on care and maintenance of farm machinery. Basically all machines have somewhat the same lubrication, adjustment and alignment principles regardless of make or manufacture.

2. Encourage each boy to work up to his ability or his own farming program using all of the home facilities, i.e., require each boy to carry a farming program at home, working toward his interest.
3. Utilize students with special ability as assistants in the classroom, i.e., as an aid in a demonstration while the instructor "talks it through."
4. Utilize students with special ability to do research on extra or special problems to aid in group discussion and to bring out more detail on the subject matter.
5. Use supervised study period of class time to give aid to those who fall behind or who do not fully understand the manner in which to approach a problem.
6. Utilize the home-farm visit to point out and advise the student along lines of his own problems.
7. Use conference periods at school to aid the student in evaluating his home program.
8. Use varied text and reference material. There being no definite text to cover the subject, various periodicals, State and Federal research bulletins make up the reference media in agriculture classes.
9. Use committees or small groups to study different phases of the overall problem and recite on them in class discussion.

These activities are by no means listed in a most to least satisfactory sequence. Each can, if properly used, answer some of the problems of the teacher in dealing with individual differences. □

## Why Objectives?

(Continued from Page 58)

this unit of instruction? What attitudes, what abilities, what skills should he develop leading to a realization of the major aims and purposes of the course?"

For an example, let us assume that you plan to have your tenth grade boys give their attention to a unit on "Improving the Dairy Herd." This group has already learned to select cows on the basis of type and conformation. It is felt that they are not yet ready to go into the technical aspects of heredity and scientific breeding. You, therefore list the following as the objectives of this unit:

1. Ability to keep daily records of milk production.
2. Ability to measure and record the feed consumed by individual cows.

3. Ability to test milk for butterfat.
4. Ability to make monthly and annual summaries of production and feed consumption.
5. Ability to calculate returns per cow above feed cost.
6. Understanding of the relationship between returns per cow and total farm income.
7. Ability to plan a program of culling and replacement with better animals.
8. Recognition (understanding) of the general principle that "like begets like."
9. Appreciation of the importance of raising heifer calves from best cows bred to best possible sires. (Involves the desire to follow such a practice)

## Relation to Method

Having determined upon the objectives, the next step is to choose the best available methods of attaining them. The only way in which abilities can be developed is through practice, but most abilities, especially those of a managerial character are dependent upon adequate knowledge and understanding. Efficient means should be found to secure needed information and understanding, together with demonstration and adequate student practice so that the student actually develops the desired ability. It should be obvious that all such demonstration and practice cannot be done in the classroom. Much of it involves activity on the farm or in the field and laboratory.

Finally, the teaching process is not complete until we determine that the desired objectives have been accomplished. This means evaluation or "testing." Can the students really do the things which we plan to train them to do? Do they actually use the abilities represented? Are the desired attitudes, understandings, and appreciations evident in the manner in which they solve typical problems, preferably their own? Morrison\* says "The test of a real product of learning is then: first, its permanency; and second, its habitual use in the ordinary activities of life."

If your objectives are clear, specific, measurable, and geared to the needs and maturity level of your students, you can determine whether your teaching is effective and whether you are making step by step progress toward the larger goals of vocational training. Do you emphasize the permanent values of your teaching? Do your students become competent through the development of the desired attitudes and abilities? Do you satisfy yourself that you are attaining your objectives? □

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# Ohio teachers help themselves to teaching aids

**By tapping the resources of other readily available agencies**

GORDON J. RYDER, Teacher Education, Ohio State University



Gordon J. Ryder

TEACHING aids are the "interest catchers" in teaching vocational agriculture. Many teachers have stated that they do not have as many teaching aids as they would like to have. Teachers often find that their material is out-of-date. It is a time-consuming task to

search for new ideas to keep a teaching aids library up-to-date. During the past few years bulletins and up-to-date technical material have been difficult to obtain in sufficient quantities for student use.

The Ohio Vocational Agriculture Teachers' Association appointed a rotating six-member Teaching Aids Committee in 1950 to deal with these problems. Having served as chairman of this committee for two years, I have become familiar with the advantages of approaching this problem through the use of resources provided by other agencies and services.

The Ohio Agricultural Experiment Station has proved to be a worthwhile source of current information. They publish the Farm and Home Research Bulletin. Formerly, this bulletin had limited value to teachers because they received only single copies, and a single issue contained articles on several phases of agriculture. It was difficult to keep a record of the articles which had value in teaching. To make better use of this information, the Teaching Aids Committee asked

the experiment station staff to make it possible for teachers to secure reprints of the Farm and Home Research Bulletin articles in sufficient quantities for student use. This proposal was accepted and the reprint service was offered to vocational agriculture departments on a subscription basis. The Teaching Aids Committee appointed three teachers to review the proof copy of each publication and make a selection of the appropriate articles to be reprinted for teachers. The reprints carry an index number for filing. Each school which subscribes for the service receives 15 copies each of 18 different articles for \$10.00 per year. Near the end of the first year a survey of the subscribers showed that 92 per cent were very well satisfied with the service and wanted the reprint service for another year.

A new project this year for the Teaching Aids Committee is drawing upon services offered by the Ohio Rural Electrification Council. This council has representation from the major companies supplying electric power to Ohio farms. They are supplying information kits to all teachers in Ohio. These kits contain the latest information in the form of bulletins, drawings, blueprints, etc., on the use of electricity in each agricultural enterprise.

The Teaching Aids Committee has developed another project that has proved worthwhile to Ohio teachers. A list of desirable publications of books and bulletins was provided to all teachers. Through the cooperative effort of the committee and over 50 teachers, the out-of-date bulletins were deleted and new ones were added, including many available publications from other nearby states.

One committee member undertook the task of compiling a list of outstanding free motion pictures for each of the agricultural enterprises. Here again a large number of teachers worked in small groups to review selected films.

An interesting feature at the annual teachers' conference, which has been organized by the Teaching Aids Committee, has been a display of teaching aids used by Ohio teachers. Teachers who were adept at constructing or using various aids were invited to make a display. Commercial book and supply companies were asked to contribute to these displays.

It has been the practice of the Teaching Aids Committee to determine the needs and coordinate the work in compiling the material for teachers. The help of teachers has been sought and the contributions have been excellent. The time involved for each teacher to do this work individually would have been tremendous. The committee activity of planning and coordinating the work on a project reduces the time of each contributing teacher and multiplies the benefits for all. □

## Sasman Accepts Foreign Assignment

Louis M. Sasman, Chief of Vocational Agriculture for the State Board of Vocational and Adult Education in Wisconsin, has been granted a two-year leave of absence to accept an assignment as Specialist in Vocational Agriculture with the Foreign Operations Administration.

Mr. Sasman's assignment takes him to Egypt, where he will work with the Egyptian Ministries in analyzing the nation's need and resources toward the development of a vocational agricultural program for the nation.

His thirty years as supervisor in Wisconsin, together with added experience as a teacher in vocational agriculture, provide effective preparation for the work to be performed in the project. Mr. and Mrs. Sasman departed from Wisconsin early in July.



Teaching Aids Committee meeting at the school of R. O. Deacon, a committee member. Left to right are: R. O. Deacon, West Jefferson; G. J. Ryder, Columbus; H. E. Ridenour, Millbury, and H. W. Nowels, Logan. The work of such committees decreases the time and effort of the individual teacher in procuring teaching aids.



The Committee meets with members of the Ohio Agricultural Experiment Station staff. Left to right are: Dr. Ralph Woodin, Columbus; G. Liston, Wooster; R. Dyer, Grove City; W. Barnett, Carrollton; D. R. Purkey, Columbus; F. James, Bascom; K. Wilson, Columbus; H. D. Brun, Frankfort; and G. Hummon, Wooster.

# Recruiting pupils

## For Vocational Agriculture Classes

WALTER E. CURTIS, Former Vo-Ag Instructor, Baldwinville, Mass.

**I**F a department of vocational agriculture is to function properly in any community, great care must be exercised in the recruiting of pupils. All too frequently, those individuals directed toward this type of education by various well intentioned but misinformed friends and educators, are not the right individuals to benefit properly from the courses offered.

I find among grammar and secondary school teachers all too many who have somehow, somewhere, acquired the belief that vocational departments of all kinds are the ideal haven for the mentally retarded or purposeless youth. When we look to this group for assistance in recruiting very frequently little help is received. Not long ago I listened to a talk given by a retired grammar school teacher who had completed fifty years of professional work. During this talk she referred to her experience with a group of pupils of below normal intelligence, saying, "They, of course, were enrolled in vocational courses." With this sort of philosophy all too often a part of the thinking of many grammar and secondary school teachers, it seems to me that, on the average, there is little hope of much worthwhile assistance from this source in securing suitable enrollees from which the agricultural teacher can hope to shape his quota of food producers and agricultural leaders of tomorrow.

### Conditions Have Changed

One hundred years ago about eighty-five per cent of our population was engaged in farming. Today, about fifteen per cent of our people are so engaged, and they not only supply most of the food for our one hundred and fifty millions of people, but also a vast surplus.

This great change in production has been made possible through the mechanization of the industry, better soil management and use of fertilizers, and improved livestock and crop varieties.

Anyone at all familiar with the history of agriculture in the United States must doff his hat to the American farmer. A familiar slogan during the last world war was, "Food will win the war." The American farmer with loyalty, determination, and a high degree of intelligence and skill, even when forced to operate under a shortage of labor, materials, and equipment, met the challenge and produced the food. To perform this Herculean task required intelligent and well trained men, a fact that has seemingly been overlooked by many people.

Agriculture has become an occupation demanding specialized training. Gone are the days when the village half-wit is sought because he could be secured as a so-called farm helper, and would gladly work for a low wage, plus board and his chewing tobacco.

Modern agriculture calls for fewer workers, but these men must have a high

degree of intelligence, and be well trained.

The department of vocational agriculture that fills its ranks with the cast-offs and problem cases from the grammar and high schools, will soon be only a memory, and an exceedingly unpleasant memory at that.

### Today's Requirements

Who should be enrolled for vocational agriculture?

A prominent educator in vocational agriculture has said, "Young farmers of today must be able to handle modern mechanized equipment. This does eliminate the boy of low mentality, but does not exclude the boy who does not react well to academic subjects."

In order to lay out plans for the selection of pupils for enrollment in vocational agricultural courses, it can readily be seen that one must have a picture in mind of the type of boy desired.

This is not easy. Probably no set of rules that might be formulated, when put to the acid test of use, would prove infallible.

I have in mind some experiences of my own where the pupil admitted fell far short of what I considered very essential requirements, yet who came through with a record of which I am justly proud. On the other hand any of us teachers can remember pupils of much promise when admitted, who failed to live up to our expectations.

I think that one must set up certain standards of selection and, with these as a guide, use his best judgment in individual cases. We cannot expect to enroll only the bright boys and bar all the so-called dull ones, but these latter should be a minority group.

The candidate should, in most cases, be an individual of at least average intelligence. Of course, the higher his intelligence rating is, the better, provided it is coupled with common sense.

Exceptional boys in our field of education have repeatedly distinguished themselves not only as outstanding farmers, but also as educators and rural leaders.

### Understand the Pupil

It is very important to have as good an understanding of the prospective pupil as is possible, before enrolling him.

Boys in the eighth grade should be visited by the agricultural instructor and checked as to agricultural interests. If interest is manifested, an attempt should be made to find out the reason and how well grounded it is.

It is also very important that the teacher meet the parents, preferably in the home. In most cases this should give the teacher considerable insight as to what may be expected in the way of parental interest and guidance, opportunity for home project work, and what can be

expected from the boy as to his probable reliability, honesty of effort, and work habits.

The beginning teacher, in many cases, may not sense the definite need for this parent and home contact; however, the longer one teaches, the more clearly one senses the fact that most problem cases met with in our daily teaching, without a doubt trace back to problem homes. Under such conditions it is a far cry to satisfactory work on the part of the pupil. The lack of good home training can sometimes be partially overcome but it is always a great handicap.

During the school visit, or some time before the pupil is actually enrolled, school records should be checked; perhaps not so much for high marks, as for attitudes toward work, and record of attendance. The lad who definitely shies away from hard work and who shows by his past record that he has little interest in daily school attendance, should be considered a very poor prospect.

### Pre-Vocational Instruction

Some agricultural schools offer a program in vocational guidance for eighth and ninth grade boys who evidence interest. This may include both class room and practical on-the-job training for a limited time. When completed with enthusiasm such activities furnish the best evidence that the individual is really interested and is therefore a good prospect.

These last mentioned methods, it seems to me, are needed more for the city or village boy than for the farm reared lad.

In the New England area, many city and village boys enroll for vocational agriculture, often with outstanding results. I think we should admit this type of boy, for in many cases, even though he may work in the city in later years, he will have his home in the country where he can grow a garden, keep a home poultry flock, one or two cows and a pig. He will have plenty of use for such agricultural training.

### Importance of Reading

That slow boy in your class, can he read? During the early years of my teaching I did not think much about this matter of the pupil's ability or lack of ability to read. For awhile I seemed to overlook the fact that not every boy or girl, coming up through the grades to high school, had acquired the ability to read and understand the written page.

In recent years this lack of ability to read, which is so closely associated with lack of progress in school, has come to my attention so frequently that I am now recommending that an examination in reading be given before the pupil is enrolled.

To summarize, I will say:

1. Prospective pupils should be contacted personally, and the attempt made to find out if they are really interested.
2. The teacher should become acquainted with the parents and with conditions in the home.
3. The school record of each individual should be studied. Much attention should be paid to the attendance record, and the notations, if any, on attitudes.

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## Some techniques for improvement in teaching through - -

# Supervising farming programs

HAROLD FELTE, Student Teacher, in cooperation with WILLIAM PAUL GRAY,  
Teacher Education, Colorado A and M College



Harold Felte

more in advancing application of the Ag teacher's classroom instruction than many of the other phases of teaching.

On-the-farm teaching, known as supervisory visits, is an important responsibility of the vocational agriculture instructor, as most effective teachers agree. But many instructors recognize shortcomings in the frequency, timing, and methods of making these supervisory visits.

Everyone agrees that practice is the best teacher. Where else but on the home farm can a boy learn so effectively the jobs and approved practices related to his farming program? Through proper supervision by the Ag teacher, these learning situations can be developed into practical instruction and application of better farming methods which actually will use the instructor's time to the best advantage.

The effectiveness of these visits can be reduced a great deal if the proper steps are not taken by the instructor in planning and carrying the plans through. Individual conferences ahead of the visit will set the stage for the best type of supervised farming. If the class members have learned to respect the ability of the instructor and have developed pride and interest in their supervised farming programs, the advice, assistance, and counseling given by the teacher on these visits will be welcomed.

If, however, this visit is made with the air of an inspection trip, the boy probably won't receive his instructor with a cooperative attitude and the advice given will probably be lost. On the other hand, the visit which was intended for assistance and supervision but which develops instead into a purely social call, is soon recognized as a waste of time for all concerned.

### When and How Often?

It is difficult to be specific in planning the frequency and number of visits because of the varied conditions and problems involved. Perhaps at least six to eight visits each year per boy would be sufficient in most cases, although some situations might call for more. These visits are best planned as the need arises and problems encountered in the student's farming program provide opportu-

nities for the instructor to make a valuable contact. In other words, the instructor shouldn't make a visit just to be putting in an appearance on the boy's home farm.

An ideal situation may result where the student invites the instructor to make a visit because of a crucial time or emergency situation which has arisen or is expected to occur. Anticipation of this type of visit by the instructor through careful outlining of all the boys' various programs, and scheduling of important items such as seeding dates, farrowing or lambing dates, and seasons of crucial disease control, will eliminate the possibility of neglect on the part of the instructor. Nothing could be more disappointing to the inexperienced boy than to be denied assistance at such a time.

### Scheduling Visits

Through a scheduled visit in which the teacher takes the initiative to plan the trip fully (with the boy if possible), the problem and its treatment would be most effectively handled.

Some instructors argue that all visits should be unannounced in order to see the enterprises as they are every day without special preparation for the anticipated visit of the instructor. This type of visit will often result in a lack of any real instructional aid being given because the enterprise was not prepared, facilities or equipment were not available, or perhaps the boy was not even at home.

Since it is advisable to have the parents of the boy available whenever possible during a supervisory visit, the unannounced visit would also be more susceptible to failure in this respect. Thus the chances for valuable conferences with the boy's parents are lost.

Perhaps a good chance for a short, unannounced visit by the instructor might be good when he is in the neighborhood for some other reason and stops in just to show his interest in the progress of the boy's program. Such a visit may often lead to giving advice which was not recognized as being necessary on previous visits. Again, the instructor should not be a "snooper" and should not overstay his welcome.

Many instructors find it advisable to make a special visitation calendar for systematic scheduling of a minimum number of visits to each boy. As mentioned before, the critical periods for each individual's program should be considered and dates should be left open for emergency visits also. If the students themselves can assist in planning the times and purposes of such a schedule, they will be more appreciative of the instructor's visit.

The summer season is probably more frequently the time of visits, since this is usually the busiest season for the boy's farming program and also is the time when the instructor can devote more

time to visitation. Care must be taken not to plan visits which will take the student away from his job during a rush season such as harvesting. A day following a rainy spell or some other such slack period would allow more time for an effective visit, as well as being more popularly received by both parents and boys.

### Purpose—An Important Factor

In getting ready for the visit, the teacher and the boy should have in mind the purpose of the visit and the materials necessary to carry it out. Such items as suitable clothing, necessary equipment, and enterprise preparation, will nearly always be essential for an efficient visit. If the instructor, boy, and parents are all aware of these things and have a common understanding of the problems involved and how they are related to the supervised farming program, no one's time will ever be wasted on a supervised farming visit.

It is often advisable, under certain conditions, to have other persons such as the landlord or perhaps some specialist such as the county agent or his assistant present during a visit, in addition to one or more of the parents. Invitation of the superintendent on these trips will often lead to his being more appreciative of the vocational agriculture teacher's problems and the accomplishments of his students' farming programs. This phase of the teacher's public relations is too often neglected, often with disastrous results.

### Relation to Pupil Plans

During the visit, emphasis should be placed on the phases of the job related to class instruction already provided, and assistance given in application of approved practices to plans of action on his farming program. In addition to developing the boy's confidence in his own ability to perform skills and to follow a plan of the job, he should be instructed on how to work most effectively with other individuals involved in accomplishing the job.

Although the teacher should not assume the role of an authoritarian with "all the answers" in pointing out problems needing attention, he can help the boy to detect such problems and also to note the progress being made towards a previous goal. The best way to do this would be to stimulate the boy's thinking so that he himself recognizes the problem and sets out to solve it with the resources at his command.

By consulting pertinent information, considering his own experiences, and making use of requested advice, the boy will learn to make intelligent decisions which will develop his managerial ability as well as personal initiative and self-confidence. Some questioning and discussion (using the boys' record books) may be necessary to bring out important information, practices or procedures relative to the boys' farming program—and to analyze or evaluate this information with previous experiences for improvement of the farming program. The instructor should always review the boys' records and plans, making certain they are up to date and especially whether

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**Home Farm Visit Record**

Name of Student \_\_\_\_\_ Date \_\_\_\_\_

Purpose of Visit \_\_\_\_\_

**PRODUCTIVE ENTERPRISES**

|                                 |                  |
|---------------------------------|------------------|
| General Conditions or Problems: | Recommendations: |
|---------------------------------|------------------|

**IMPROVEMENT PROJECTS**

|                                 |                  |
|---------------------------------|------------------|
| General Conditions or Problems: | Recommendations: |
|---------------------------------|------------------|

**SUPPLEMENTARY FARM PRACTICES COMPLETED SINCE LAST VISIT**

| Kind | Date Finished | Scope | Quality |
|------|---------------|-------|---------|
|------|---------------|-------|---------|

Problems which need to be considered in classroom

| Good                                    | Fair | Poor | Are Projects Plans Being Followed?        |  |  |
|---|------|------|---|--|--|
|   |      |      | Remarks:                                  |  |  |
| Equipment Needed to Build in Farm Shop: |      |      | Machinery or equipment needing repairing: |  |  |
| Tools to Be Sharpened in Farm Shop:     |      |      | Parents' Comments:                        |  |  |

Other Notations:

Tentative Date for Next Visit: Reasons:

or not they are being followed. It is most important that the student's plan for performing approved practices be critically reviewed, paying particular attention to the date the boy entered in his plan upon which the approved practice was to be done as compared to the date the practice was completed. Often the success or failure of a boy's supervised farming program may depend upon how closely he follows his plans and dates for completing approved practices.

**Identify Shop Problems**

A good instructor will always be on the alert during the visit for equipment the student can build in the school shop for his farming program. Without getting "nosey," the instructor can spot machinery that needs repairing or painting; or a casual walk through the boy's home farm shop will uncover a number of tools for sharpening and fitting. A wise instructor will call these projects to the attention of the boy and his parent—and generally the result is an interested, busy student in farm shop work with plenty of farm shop projects to keep him busy and learning.

The instructor should be quicker to commend and encourage the boy on his progress than to criticize him for his mistakes, although this can be carried too far also. When he does a good job, the boy should receive full credit for it, but the instructor should also point out

better ways of doing things if the present job is poorly done.

**Records of Visits**

In order to achieve the proper guidance and instruction, and to obtain maximum effectiveness of home farm visits, many instructors are finding it very desirable to use records of their visits.

Such records stimulate the instructor to think through the purposes to be accomplished on the visit and to review the student's situation. By emphasizing certain aspects, the supervisory visit becomes more thorough and effective.

The accumulated records serve as a source of data for evaluating the student's progress. They also provide implications for improved techniques for these visits and for organized instruction.

They provided suggestions to the teacher for guiding each student in pre-planning his program and making additions or corrections—based upon evaluation of the effectiveness of certain approved practices.

They provide an opportunity to "tie-in" all the activities of the supervised farming program. The instructor becomes alert to farm shop work that the student can do, as well as keeping him aware of improvement projects and supplementary farm practices that the student should, or does, do.

The records serve as a basis for summaries of the use of time of the instructor, the purposes of the trips and the accomplishments of each. These are very desirable in presenting to administrators and boards of education for evaluation of the instructor's visits to his students' farms.

These records should be kept in a notebook that will hold one-half of an 11 x 8½ sheet. Each student's records should be kept together and identified by an index tab.

The form shown here for a Home Farm Visit Record was worked out in our Methods in Teaching Supervised Farming under our instructor, Wm. Paul Gray. Much to our pleasure, this form is being accepted with much enthusiasm by both the experienced teachers and administrators in Colorado. We feel it has a great deal of merit. □

**Don't Neglect Evaluation**

(Continued from Page 54)

4. Measure student progress in real life situations rather than in artificial ones (what he does with his Farming Program instead of what he says he knows how to do on a written test).
5. Develop the student's ability to evaluate his own progress (help the student LEARN to recognize his own accomplishments).
6. Give consideration to individual differences of opportunity and ability (all students should not be expected to have exactly the same objectives).
7. Give proper emphasis to various phases of student behavior in proportion to their importance in the objectives of the teaching program.
8. Use the evaluation as a teaching device (provide understanding of why certain work is satisfactory or unsatisfactory, and what should be done to continue improvement).

**One Evaluation Procedure**

A procedure that was used for evaluating the achievements of my students during 1951-'53 included the following main points:

1. Students helped establish objectives for the course work and to plan their own specific objectives for—
  - a. classwork
  - b. shopwork
  - c. supervised farming programs
  - d. Future Farmers of America
2. Evaluation procedure developed cooperatively with the students—emphasis placed upon self-evaluation—stress given to the concept that LEARNING MEANS DOING and DOING IS A WAY OF LEARNING.
3. Class time utilized for the individual conferences, each six weeks, between the student and the instructor to determine the individual's progress toward the accepted objectives.
4. Paper and pencil examinations were eliminated or had only a minor role in the evaluation procedure.

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**Teachers and specialists in subject-matter and methods work together in developing teaching plans**

# Cooperative planning for teaching

A. J. PAULUS, Teacher Education, and PETER DORNER,  
Dept. of Agr. Eco., University of Tennessee



A. J. Paulus

ONE of the main speeches at the 1954 Southern Region Conference for vocational agriculture included the statement: "To improve our program we must improve our teachers." The experiences to be related in this article are those of the authors working with a group of 27 Tennessee teachers of vocational agriculture during the summer of 1953 in an effort to bring about such improvement. Through a joint offering of two field courses, Ag. Econ. 511—Farm Organization & Management, and Agr. Educ. 546—Selection and Use of Teaching Materials in Vo-Ag, the enrollees were given technical instruction and directed experiences in group development of teaching plans in this technical area. This effort seemed to involve three of the six accepted functions of teacher education, namely: subject matter service, in-service training, and improvement of college teaching. But read our story and see what you think.

#### The Setting

For a number of years short non-credit field courses have been jointly planned and conducted by the University of Tennessee through the department of Agricultural Education and departments in the College of Agriculture. In 1950 the field courses were revised to justify graduate credit. The handling of credits was left to the departments concerned. In this plan a technical subject matter course is taught along with a course in Agr. Educ. to enable the teacher to incorporate this technical information into his own teaching program. Four years of rather satisfying experience with this type of program have encouraged us to report procedures and progress to others who may be practicing or considering a similar undertaking.

#### Pre-Planning

Teacher participation in the planning began with informal discussions at the district meeting for Vo-Ag teachers in October, 1952. At this time a request was made for a course in Farm Management, and one in Selection and Use of Teaching Materials, to be held at Jonesboro during the summer of 1953. (Jonesboro is located 100 miles northeast of the campus.) On the basis of this request, the authors and their department heads met at Jonesboro in March, 1953 with interested teachers in that area to

make final decisions and plans. After considerable discussion, the teachers again indicated their readiness to go ahead with the proposed courses. Although at times the teachers were shockingly emphatic in what they considered "practical content," major agreements were reached and the instructors were then in position to complete their plans for the summer school.

#### Course Content and Duration

Agricultural Economics 511 centered around economic organization and use of the farmer's resources. Two case farms in the community were used for group visits and laboratory exercises in farm planning. Agricultural Education 546 dealt with group development of teaching plans especially for the materials covered in Ag. Econ. 511. Attention was also given to local enterprise surveys, setting up simple relationship tables from the data, using human resources in teaching and other items considered vital to the development of a worthwhile teaching plan.

The group met in the Jonesboro high school six hours a day for three weeks of five days each. About four of the six hours were given to Ag. Econ. 511 and two to Ag. Educ. 546. Final grades for Ag. Econ. were reported at the close of the sessions while those in Ag. Educ. were reported incomplete so as to provide time for further individual planning and for a try-out in the vocational agriculture classroom.

#### Group Planning

Group planning has already been mentioned in connection with deciding whether or not to offer the courses and in determining the major content. After the work got under way the first concern in Ag. Educ. 546 was to make sure that the knowledge acquired in Ag. Econ. 511 be organized for use with vocational agriculture all-day and adult classes. The type of group planning toward which we were striving involved both a technique and factual content. While waiting for the ideas in Ag. Econ. to develop, the class went to work on learning the technique phase of group planning using burley tobacco, a major enterprise in the area and one already holding an important place in each teacher's program.

After the first week (1/3 of the course) the major ideas in the Ag. Econ. course had been presented. The final 2/3 of the course dealt primarily with application through laboratory work. The class, having learned the technique of group planning while working with the tobacco enterprise, used the ideas obtained in Ag. Econ. 511 to construct a

teaching plan for Farm Organization and Management.

In doing so they proceeded as follows:

1. Decided on the jobs. (a) Each teacher prepared and turned in a list of jobs; (b) A generalized list was compiled by the instructors and placed on the board; (c) In groups of six, the teachers revised (b) above, striving for logical sequence and completeness. (d) Each group placed its findings on the board, from which the total group arrived at the following jobs:
  - I. Studying Farming as an Occupation
  - II. Determining Possibilities in Reorganizing the Farm Business
  - III. Getting Acquainted with Approach, Terms and Standards Used
  - IV. Inventorying the Resources on a Farm
  - V. Planning the Cropping System and Field Arrangement
  - VI. Estimating the Crop Expenses
  - VII. Planning the Livestock Program
  - VIII. Estimating Livestock Expenses and Feed Balance
  - IX. Determining the Power and Equipment Needed
  - X. Determining Labor Needs and Distribution
  - XI. Summarizing the Capital Investments
  - XII. Preparing a Financial Summary for the Farm Plan
  - XIII. Setting Up Alternate Plan or Plans
  - XIV. Changing from Present to Accepted Plan
  - XV. Determining the Kind of Records to Keep
  - XVI. Making an Annual Analysis of the Farm Business

2. Decided on the items to include or steps to follow in planning a job. (Objective, factors, evidence, procedure and check-up. See sample below.) These decisions were reached through group discussion.

3. Placed the framework on a large chalkboard (jobs across the top and items down the left) and provided space for writing in the plans for each job.

4. Teachers working in pairs selected and developed a teaching plan for a job (or jobs). The information obtained in Ag. Econ. 511 was supplemented with other references provided by the instructors. As plans were completed they were entered in the form on the chalkboard. (3 above)

5. Each pair of teachers explained their section on the board and incorporated changes suggested by the group.

6. After slight editing by the instructors and preparing a list of the "Evidences" cited in the plan, the whole was mimeographed and copies sent to the teachers.

#### The Teaching Plan

The completed plan for the 16 jobs, including the list of references, was mimeographed on six sheets of 8½" x 11" paper. One page showing the teaching plan for Jobs I and II follows.

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**Farm Organization and Management Teaching Plan\***  
 (As prepared in Ag. Econ. 511 and Ag. Ed. 546, Jonesboro, Tennessee Summer School 1953)

| Item in Plan | Job I. Studying Farming as an Occupation   | Job II. Determining possibilities in reorganizing the farm business   |
|--------------|--|---|
| Objective    | To get student to see what farming involves and find his place in or out of it.  | Get student to see the need for reorganization and conditions which have and are creating these needs.  |
| Factors      | Personal likes and dislikes. Requirements for starting. Trends in production, prices, tenure, pop., etc. Opportunities in industry. Cost of living and risks. Ag. policy and outlook.                    | Operator; age and health. Natural resources. Labor; quan. and qual. Available capital. Market outlets. Climate. Personal likes and dislikes.  |
| Evidence     | U.S.D.A.: Agr. Situation Agricultural Prices Agricultural Outlook chart Tenn. State Dept. Agr. Agr. Trends Human resources Ind. Sta. Bul. 369 Ill. Ext. Cir. 684 S. C. Sta. Bul. 370 S. C. Sta. Bul. 378 | Production—local and Nat'l. Prices—local and Nat'l. Local experiences Agr. Ed. Mimeo 25 U. T. Ag. Ec. Standards Va. Ag. Ed. Bul. 17 N. C. A. E. Inf. Ser. 29 Human resources Tenn. Ext. Pub. 210, 288, 322, 333 |
| Procedure    | Discussion of charts to illustrate requirements, trends, and tenure. Use human resources from several occupations. Field trip to observe conditions and talk to farmers.                                 | Study case farm set-up. Human resources on some special feature. Field trip to special farm or market. Summary and conclusions.   |
| Check-up     | Paper on student status and intentions.  | Paper on possible change on home farm.  |

\* Two of the sixteen job plans which were prepared.

#### Appraising Results

To learn what happened during the school year following these field courses a final group meeting was held at Jonesboro on March 5, 1954, eight months later. That meeting revealed that all of the teachers had used the Farm Management Teaching Plan which they helped to prepare. Although there was uncertainty about the value of a plan to a teacher who had not helped to prepare it, there was a strong belief expressed in this sort of planning and a desire to cover all enterprises as rapidly as groups or even individuals find it possible. Each, to be sure, had made modifications to fit his particular needs, but the plan had provided them with sufficient contents, guidance, continuity and confidence to make a start. More use had been made with juniors and seniors in all-day classes than with adult classes. (This is quite similar to the little boy who was sent out to milk and seeing the cow and calf in exaggerated proportions decided to try the calf first.) The teachers were unanimous in their demand for a publication organized to fit the teaching plan which they had prepared. Arrangements are underway for preparing that sort of publication.

The individual written reports for completing Ag. Educ. 546 brought fitting samples of an extended list of enterprise surveys made, relationship tables prepared, human resources fitted into the teaching program, and job folders bearing local teaching plans along with clippings and other evidence to use in

teaching each job. Several enterprise teaching plans (other than Tobacco or Farm Management) with a complete set of job folders came in with the reports.

#### Conclusion

That is the story. We hope that our presentation has not left too many unanswered questions to disturb the reader. The telling has been valuable to us in providing new encouragement and guidance for repeating the experience with another group during the summer of 1954. □

#### Recruiting Pupils

(Continued from Page 62)

- When it is at all feasible in the program, pre-vocational courses and guidance should furnish much information as to the pupil's aptitude and real interests and serve to weed out many misfits.
- Last, but not least, should be the requirement that the prospective pupil pass a reading test.

Finally, in the event that the conscientious teacher has followed through with the above mentioned steps, it still will be true that by the end of the year he will find himself in a position to appreciate the homespun philosophy of the "Down Easter" who made the remark that "If my foresight had been as good as my hindsight, I would have done a lot of things differently." □

#### Guest Editorial

(Continued from Page 51)

First, survey your Chapter. Find out what news media are important to their families. What agricultural radio and TV programs they listen to, or view. Are there Agricultural Editors and reporters they depend on for farm news? Work up a mailing list. Then see that stories about your Chapter and members are worked up and mailed.

The stories do not have to be perfect examples of journalistic style. A short letter can be very effective, just as long as it contains names, addresses and facts. Most of us are always more than happy to have stories like that. Some of us may be inclined to be a little lazy. We probably will say we are just busy. But we love stories about what folks in our territory are doing. Especially, if they come rolling in without a great deal of effort. Personally, I watch my mail very closely for the little every-day items about specific things my listeners are doing. They are excellent program material. Form does not make any difference. I re-write or talk around material even though it may come from other professionals.

Incidentally, I quite often receive letters from vocational agriculture instructors here in Arkansas concerning other farm activities in their communities. They are always welcomed and appreciated.

When you have an event coming up such as your father-son banquet, open house or contests, invite the folks on your mailing list. They may not be able to attend, but you will usually get some publicity from the invitation. If they do come, take them under your wing and see that they get a good story.

More publicity for your Chapter could originate from one of your classes. One class period a month could be devoted to publicity. Let the boys decide what project or activity should be highlighted. Outline a story during the class period. Then turn it over to the Chapter reporter to finish and mail. Send it to the folks on your publicity mailing list. You may whet the appetite of one of your boys for the journalism field . . . And another agricultural reporter could easily be in the making there in your Chapter—one who will be a friend of Vocational Agriculture.

I believe that the sky is the limit, as far as publicity that may be obtained for Vocational Agriculture is concerned, if each instructor and Chapter will devote a little planning and work to this objective. Get to know the folks in your area who write and talk agriculture. Invite them out for special events. Send them stories regularly. Send pictures with newspaper stories . . . And last, when they do something in their media for you, let them know you appreciate it.

Normally, publicity is like most things—the returns are in direct proportion to what you put into it. □

Are you making plans to attend the A.V.A. Convention to be held in San Francisco beginning Dec. 4? Watch for announcements of the program in the November issue.

# Can your pupils read?

You share responsibility for the reading skills of your pupils

CLARKE B. WOOD, Vo-Ag Instructor, Falls Village, Conn.



Clarke B. Wood

culture requires different reading skills which can be taught better by the instructor of vocational agriculture with the cooperation of the English teacher.

Reading skills deserving of primary consideration in this field might be listed as follows:

1. *Locating information.* The sources of information are many and varied in the field of farming. The mass of material available can provide knowledge. The knowledge applied to the farmer's problems enables him to enjoy a satisfying life with a high standard of living. Instruction in the use of library card catalogs, indexes and tables of content are important worthwhile skills.

2. *Reading graphs, maps, charts, tables.* A large majority of the technical reports of agriculture and many of the articles written by authorities contain these devices for disseminating information. It is common for many readers to bypass or overlook information presented in this manner.

Farmers today are busy. A measure of efficiency is the units of production per man. Graphs, charts, tables and the like are a means of securing necessary information in a short time. Special emphasis should be placed upon interpreting these useful devices.

3. *Skimming.* This skill will gain for the individual the idea or give a single fact of which he is in need. The time needed to read an article for critical analysis may not be necessary to meet the immediate farm needs. Time is an all-important factor.

4. *Reading to note details.* Many units of instruction offered demand the acquisition of factual knowledge along with desirable attitudes. This specialized type of reading comprehension places emphasis upon remembering details. The remembered facts give the student further insight into his work. These facts applied to his particular case enable him to analyze his procedures critically. The instructor is then ready to initiate progress in the student's farming.

5. *Reading to follow directions.* Farmers need training in this skill to enable them to install equipment and prepare mixtures for spray or medicinal purposes and the like. Any omission or mis-

interpretation of the directions could be disastrous.

6. *Reading to predict outcomes.* Our society is changing and complex. Jobs on the farm are closely related to such changes. Reading about and experiencing varied happenings is a daily process. Predicting future outcomes is important in making decisions as to farming practice and management.

### Other Skills

These six reading skills must be supported strongly by other reading skills; namely, word recognition, reading speed, reading comprehension to organize the thoughts of the material, and evaluate critically the accuracy of the material.

The elementary school of a generation ago was the common school, and the secondary school was for a select group. Today Grades 1-12 are fast becoming the common school. In most states youth are required to attend school to the age of 16 to 18 years. This trend presents a problem of providing the training for life in our society for a wide range of pupil abilities and background. It is a real challenge to the secondary school teaching in both specialized and common tool subjects.

The instructor of vocational agriculture is in a unique position to promote the growth of his pupils for living and earning a living in our democratic society. He has contact with the homes and farms of his pupils. He knows the pupils' problems, interests, ideals, and attitudes. The school, with the aid of testing devices, has measured the pupil's ability and progress in reading as well as in other areas. It is the responsibility of the instructor to use the facts he has for each pupil to bring about progress from the point where each pupil is now classified.

### Two Kinds of Improvement

Improvement in reading may fall into two classifications; namely, developmental and remedial. In either case close cooperation with the English teacher is necessary. Developmental reading is the improvement and extending of reading interests, habits, skills and attitudes of the pupils. A remedial reading program involves the retarded reader. The reading retardation may be caused by low mentality, organic conditions, and emotional maladjustments. Vocational agriculture enrolls both groups. Lesson units must be prepared with the objective of meeting the requirements of the individuals in the class. If we teach reading skills, we increase our speaking, listening, reading, and writing vocabularies.

A suggested procedure for planning lesson units is as follows:

1. Secure the farm background of the pupil, his interests, problems, ideals, and attitudes.
2. Secure the reading level of the

pupils in the class from the school guidance information service and the English teacher.

3. Determine the number of grade levels for which reference materials must be selected.

4. Select the lesson unit

- a. Analyze the unit
- b. Determine the problems and objectives

- c. Determine points necessary to answer problems and obtain objectives
- d. Plan motivation material at correct grade levels

- e. Select teaching materials at grade level, or prepare them when none are available

- f. Develop questions, work sheets, visual aids, and the like to teach reading skills previously outlined

- g. Pick out new words and terms and prepare word lists for use as lesson unit progresses

- h. Consult and cooperate with the English teacher in preparing reading materials for use in both developmental and remedial reading

### Bibliography

1. *Promoting Growth in Reading*—Tulsa Public Schools, Tulsa, Oklahoma.
2. *Reading and the Educational Process*—Witty and Kopel, Ginn and Company, New York.
3. *National Society for the Study of Education—Forty-Seventh Yearbook, Part II, Reading in the High School and College* (5835 Kimbark Avenue, Chicago 27, Illinois).
4. *Graded Reading Difficulty Work Sheet*—E. W. Dolch, The Garrard Press, Champaign, Illinois.

## Don't Neglect Evaluation

(Continued from Page 64)

5. Semester examination time was utilized to record information on the permanent record folders for each student, and to summarize the accomplishments of each student in the shop, the classroom, the Future Farmer Chapter, and on his own Farming Program (students participated in this summarizing).

The students were involved actively in the process of planning the instructional program and then in planning the evaluation procedures. They recognized the importance of giving consideration to the total program for evaluating their progress. They developed a satisfactory scheme for evaluating their progress in their supervised farming programs, record keeping, Future Farmer activities, shopwork, and classwork. The form shown (see Evaluation Sheet, p. 54) is quite typical of the scheme used, except that the specific values that the students assigned to each section of the evaluation form have been omitted.

At the end of each six weeks each student completed his own evaluation of his progress and estimated the "grade" for his progress. Then individual conferences were held with each student to discuss his self-evaluation and adjustments were made in the final grade, when necessary.

The strengths of the evaluation system used were:

1. It was based on objectives developed by the students.

(Continued on Page 69)

# Audio-visual aids...

## Our Interest "Catchers"—How effectively are we using them?

ZENO BAILEY, Graduate Assistant, Alabama Polytechnic Institute



Zeno Bailey

THE value of audio-visual aids as interest "catchers" in the teaching program is not new. Visual aids have been used for hundreds of years but only recently have we begun to realize their great possibilities.

To determine how extensively we are using audio-visual aids in the Alabama high schools seventy selected teachers were interviewed by survey. These teachers were a selected group in that they had completed a course in audio-visual aids at the Alabama Polytechnic Institute between 1949-1952, and were teaching or had taught at least one year each since completing the course. Thirty-five of the teachers included were teachers of vocational agriculture and thirty-five were teachers of non-vocational subjects on the secondary level. One group of teachers was compared with the other as to the extent of their use of audio-visual aids.

No teacher reported that his school had a full-time director of audio-visual education. The persons most generally responsible for the audio-visual education program were the classroom teacher and the principal. The teachers and the students assumed the responsibility for the operation of projection and production equipment.

The extent to which audio-visual materials were used by these selected teachers appears in the following table.

From the table it should be observed that teachers of non-vocational subjects were using the 16mm sound motion projector more extensively than were the teachers of vocational agriculture.

The combination slide and filmstrip projector was being used quite extensively by both groups of teachers. This aid was used by 28 teachers of vocational agriculture an average of 41 times by each teacher. It was used by 12 teachers of non-vocational subjects for an average of 30 times each. Therefore the teachers of vocational agriculture were making fuller use of the combination slide and filmstrip projector. The fact that teachers of vocational agriculture have received filmstrips through the Veterans Institutional On-the-farm Training Program probably accounts for the more extensive use of this type of projector.

Major problems given by the teachers which seem to act as serious deterrents to their more effective use of instructional materials appear as follows:

- Materials are difficult to obtain when they can be used to the best advantage. Until an adequate system of the distribution of instructional materials is perfected, this situation is likely to show little improvement.

- Expensive equipment is required for projection purposes. The majority of instructional materials requires expensive projection and production equipment for their use. Not only is the equipment expensive but a considerable variety is needed. The problem of expensive equipment is being improved by the application of engineering, assembly line and mass production.

- Equipment requires both manual skill for its operation and technical skill for its maintenance. Despite the fact that teachers were provided with instruction in the operation and use of projection and production equipment, the lack of operational competency acts as a serious deterrent to their more effective use in the classroom.

Some types of equipment require more technical maintenance than do others. All types require some if nothing more than replacing a lamp or a fuse. The maintenance problems imply two things: a supply of replaceable parts must be maintained for such equipment, and maintenance of electronic equipment which requires the services of a trained technician.

4. Building modification is often necessary. The fact that school plants are not suitably designed for the use of audio-visual instructional materials acts as a serious deterrent to their more effective use in the classroom. The introduction of audio-visual materials involving projection, power outlets, ventilation, screens, room darkening, and amplification of electrical sound often taxes the ingenuity of the teacher and school administrator. Consequently, it is no small task to make provisions for the use of instructional materials in a school plant in which these needs were not anticipated in the planning and construction stages. Modern architects who design new schools in the glassy modern style are adding to the woes of education in so far as the use of audio-visual instructional materials requiring projection is concerned.

There was not an adequate supply of instructional materials in any of the schools included in the survey. The most common reason given by the teachers for the lack of an adequate supply of audio-visual instructional materials was that funds were not available with which to purchase them. Another reason given by several teachers was the lack of space in which to store these instructional materials. However the available materials were not being utilized by either group of teachers nearly as extensively as they could have been. (Continued on Page 69)

### Number of Times Audio-Visual Aids Were Used During the 1952-1953 School Year in Alabama

(Responses of 35 teachers from each group of selected teachers)

| Item                                       | Teacher of Voc. Ag. | Teacher of Non-Voc. Subjects | Total Number of Teachers |
|--|---------------------|------------------------------|--------------------------|
| <b>Projection Equipment:</b>               |                     |                              |                          |
| 16 mm sound motion picture projector       | 494                 | 428                          | 922                      |
| Combination slide and film-strip projector | 1,142               | 355                          | 1,497                    |
| Projector, filmstrip (only)                | 273                 | 64                           | 337                      |
| Projector, slide (2" x 2")                 | 118                 | 37                           | 155                      |
| Opaque projector                           | 40                  | 5                            | 45                       |
| <b>Production Equipment:</b>               |                     |                              |                          |
| Record player                              | 9                   | 516                          | 525                      |
| Radio                                      | 16                  | 547                          | 563                      |
| Television                                 | 11                  | 13                           | 24                       |
| Tape recorder                              | 152                 | 39                           | 191                      |
| Wire recorder                              | 68                  | 44                           | 112                      |
| Camera (still)                             | 485                 | 235                          | 720                      |
| Camera (motion picture)                    | 9                   | 24                           | 33                       |
| Photographic darkrooms                     | 20                  | 180                          | 200                      |
| <b>Materials:</b>                          |                     |                              |                          |
| 2" x 2" slides                             | 407                 | 579                          | 986                      |
| Filmstrips                                 | 919                 | 227                          | 1,146                    |
| Maps                                       | 184                 | 1,276                        | 1,460                    |
| Charts                                     | 898                 | 1,133                        | 2,031                    |
| Models                                     | 161                 | 441                          | 602                      |
| Mock-ups                                   | 36                  | 46                           | 82                       |
| Bulletin board                             | 2,189               | 2,583                        | 4,772                    |
| Exhibits                                   | 55                  | 432                          | 487                      |
| Sand table                                 | 13                  | 91                           | 104                      |
| Specimens                                  | 463                 | 476                          | 939                      |
| Diorama                                    | 35                  | 36                           | 71                       |
| Posters                                    | 417                 | 1,076                        | 1,493                    |
| Graphs                                     | 192                 | 472                          | 664                      |
| Recordings and transcriptions              | 10                  | 345                          | 355                      |
| Paper tape recordings                      | 127                 | 5                            | 132                      |
| Wire recordings                            | 40                  | 44                           | 84                       |
| <b>Others:</b>                             |                     |                              |                          |
| Radio programs                             | 36                  | 295                          | 331                      |
| Television programs                        | 6                   | 5                            | 11                       |
| Field trips                                | 740                 | 363                          | 1,103                    |

# Improved supervision at the district level

## One means of improving the teaching-learning process

STANLEY PEEK, Baton Rouge, Louisiana



Stanley Peek

TEACHERS, administrative personnel, and supervisors themselves have alleged that in many cases supervision of vocational agriculture is not as effective as it should be. Some of the more frequent criticisms voiced by those concerned have been:

1. Supervisors lack professional training in the techniques and methods of supervision.
2. Supervisors devote most of their time to functions other than those pertaining to improvement of instruction, such as administrative and public relations duties.
3. Supervisor's visits are infrequent and superficial.
4. Supervisors have ceased to be itinerant teacher trainers.

Considering the fact that the primary purpose of supervisors is to improve instruction, these are serious charges. Where these conditions exist, they can and should be corrected. Some supervisors recognize these problems and take what remedial action they can. Others, contemplating the overburdening load of schools in their districts, do nothing to meet what may be deserved criticisms.

Where there are strong local departments of vocational agriculture, led by capable, interested school principals and agriculture teachers, instruction can be improved without supervision at the district level; but an aggressive, professional program of supervision in each district could give greater impetus to the program of education in agriculture.

### Suggested Ways of Improving Supervision

Criteria should be developed for evaluating the professional qualifications of persons considered for supervisory posts. Only those men possessing desirable professional and personal qualifications should be employed. C. W. Eubanks, in his study of the functions of supervisors of vocational agriculture in 1949, showed that many district or area supervisors need to improve their professional education. Intensive graduate courses in supervision, conducted by experts, should be offered.

Each supervisor should have no more than 35 to 40 local departments of vocational agriculture in his district. This reduction in territory should be accompanied by efforts to streamline his other duties to give him more time to devote to improving instruction.

### Use Local Conferences

Conferences at the county level with local school administrators should be

held by the supervisor. The purpose of these conferences should be to impart a sound philosophy of what constitutes a good program of vocational agriculture to the administrators, emphasizing local supervision. This plan is used in West Virginia. This seems to be the only feasible way that overworked supervisors, those with 50 to 75 schools in their districts, can do an effective job.

Supervisors should invite some of the better school principals and agriculture teachers to participate in supervisory staff conferences at the state level. Many worthwhile suggestions and ideas have resulted from including these local representatives in such conferences.

### The Supervisory Visit

A general supervisory visit to the local department of agriculture should begin just before class time and last through an eight hour day. The last hour or two should be devoted to summarizing the visit in a critique conference. Constructive criticism of the local program should be offered, always accompanied by worthwhile suggestions for improving the instruction.

Supervisors should visit beginning teachers for a minimum of three days and assist them in setting up a program. Follow-up visits should be made at least one day in each remaining quarter of the year.

The supervisor should have a knowledge of the specific purposes of supervision evolving from the general purpose "to improve instruction," and make unceasing efforts to carry them out. Some of the more important purposes, as given by T. H. Briggs of Teachers College, Columbia University, are as follows:

- a. To bring about a consciousness on the part of teachers of the problems that youth have in attempting to become effective members of society, and to help teachers continuously to help youth in solving these problems.
- b. To bring about a realization of local conditions and needs.
- c. To induct new teachers into the school and into the profession.
- d. To make teachers receptive to help.
- e. To help teachers to analyze critically their own activities.
- f. To make teachers ambitious to grow into the greatest possible professional effectiveness.
- g. To help teachers to improve their techniques of teaching.
- h. To protect teachers from unreasonable demands by the public on their time and energies.

The needs for supervision are firmly fixed and accepted by education. To jus-

### Don't Neglect Evaluation

(Continued from Page 67)

2. Students participated in developing the evaluation procedure.
3. Students actively participated in the evaluation.
4. True-to-life situations were given major emphasis.
5. Provisions were made for evaluating students in terms of their own objectives, abilities, and opportunities.
6. Students developed desirable attitudes toward the evaluation procedure.

The weaknesses of the evaluation system were:

1. Objectives were not clearly understood by all students.
2. The element of subjectiveness was not eliminated.
3. Unless well organized, a large amount of time would be used for the personal conferences.

In conclusion, it should be emphasized that the structure of the evaluation procedure does not guarantee satisfactory results. The actual *process* of evaluating is the key to success. The process is determined largely by the instructor. He must have a clear understanding of the vocational objectives, both educational and agricultural. □

### Audio-Visual Aids

(Continued from Page 68)

The teachers of vocational agriculture used a greater variety of audio-visual instructional materials than did the teachers of non-vocational subjects. However, as a rule, teachers of non-vocational subjects used the individual aids more extensively than did the teachers of vocational agriculture. □

tify its existence, the supervisory function must meet these needs.

Not many worthwhile programs succeed because of their intrinsic value. The salesman with the best product does not always make the most sales. A good supervisor must be something of a practical politician with an understanding of the vagaries of human nature. To the degree that he makes teachers publicly aware of their bad habits and causes fear or hostility toward himself or the methods and changes he advocates, he fails. To the degree that he promotes teacher insecurity and prevents self-expression, he fails. To the degree that he is able to influence teachers to accept good innovations and changes and find security, social approval, and self-expression in these changes, he succeeds. □

Are you making plans to attend the A.V.A. Convention to be held in San Francisco beginning Dec. 4? Watch for announcements of the program in the November issue.

## Professional and Teaching Aids

### EDITOR'S NOTE:

Herewith is inaugurated a new feature of the Magazine. From time to time there will appear under this heading a list of the recent aids to teachers, supervisors and teacher educators, prepared in the various States and available for general distribution.

Responsibility for the column rests with a committee appointed under the auspices of the Agricultural Education Section of the A.V.A. Chairman and representative for the Western Region is S. S. Sutherland of California. Other

regional representatives on the committee are W. R. Kunsela, New York; J. C. Atherton, Arkansas; Joe Duck, Missouri; Arthur Floyd, Alabama (for Negro teachers); Neldon A. Taylor, Redding, California (representing the N.V.A.T.A.); and A. W. Tenney, U. S. Office of Education, consultant. Items for the column must be sent to a member of the committee.

Listing of aids will be organized under distinctive headings insofar as possible, the first of which appears with this initial issue.

### Departmental Organization and Administration

*A Guide For Building A Program of Vocational Educational Education in Agriculture With Annual Plans*, Texas A. & M. College, Department of Agricultural Education, College Station. Single copy free to head teacher trainers and state supervisors. 56 pages.

Suggestions for the planning and carrying out of each phase of the high school program of vocational agriculture.

*Recommendations for Vocational Agriculture Facilities*. Published by Department of Agricultural Education, Ohio State University, Columbus 10, Ohio, 1952. Six pages, nine illustrations. Single copy free; additional copies 35c each.

Contains a drawing of a vocational agriculture classroom and farm shop, as well as suggestions on equipment and teaching facilities.

*Local Policies for Agricultural Education in the Public Schools*. Herbert M. Hamlin, Office of Field Services, College of Education, University of Illinois, Urbana, Illinois. 1953. 53 pages. 40 cents. 20% discount on orders for 10 or more.

Indicates need for local policies, discusses policy-making processes, lists some of the areas in which policies are needed, suggested policies in two areas (use of advisory committee and adult education in agriculture) and cites references on policies and policy-making.

*A Charter for a School-Sponsored System of Citizens' Committees*. Herbert M. Hamlin, Office of Field Services, College of Education, University of Illinois, Urbana, Illinois. 1953. 21 pages. 25 cents. 20% discount on orders for 10 or more.

Considers the questions that must be answered in setting up citizens' advisory committees in the public schools and proposes answers to each. Presents a charter a board of education might adopt, which would permit the development of citizens' committees school-wide or in parts of a school system. Proposes rules a committee might adopt.

*Evaluating Programs of Vocational Agriculture*. Virginia Polytechnic Institute, Department of Vocational Education, Blacksburg. Single copy free to

head teacher trainers and to state supervisors. August, 1952. 13 pages.

Some suggested criteria for evaluating the various phases of the agricultural education program.

*A Handbook on School-Community Relations*. Monograph 44, University of Arkansas, Department of Vocational Teacher Education, Fayetteville. Single copy free to head teacher trainers. March, 1954. 43 pages.

A discussion of media teachers may use in promoting better school-community relations.

*Proper Systems of Storing, Checking and Inventorying Tools, Equipment and Supplies in a Farm Mechanics Shop*. R. W. Canada, Vocational Education Department, Colorado A & M College, Fort Collins, Colo. Free. Mimeo. 8 pages.

Deals in a concise manner with those difficult problems of tool storage, tool checking, silhouetting, and inventorying. A plan for the cooperative maintenance of the shop and equipment is included, as well as suggestions for the amounts of shop supplies needed.

*Vocational Agriculture Building Plan for Colorado*, R. W. Canada, Vocational Education Department, Colorado A & M College, Fort Collins, Colorado. Free. Mimeo.

A floor plan drawn to the scale of  $\frac{1}{8}$ " to 1'0". Cabinets, benches, tables, windows and doors are shown in positions of greatest efficiency.

*A Standard Bulletin Filing System for Vocational Education in Colorado High Schools*, R. W. Canada, Vocational Education Department, Colorado A & M College, Fort Collins, Colorado. Free. Mimeo. 4 pages.

Explains a system for filing bulletins by enterprises. Each enterprise is given a number. Jobs within enterprises are given decimals. Examples are given.

*General Filing System for Colorado Departments of Vocational Agriculture*, R. W. Canada, Vocational Education Department, Colorado A & M College, Fort Collins, Colorado. Free. Mimeo. 6 pages.

This is a four-drawer system. Diagrams along side the outline helps with understanding.

### Are Your Objectives - -

(Continued from Page 52)

parent-teacher-pupil planning by directing conversations toward an answer to the following question: "What are Johnny's needs," or "what achievements are hoped for in Johnny's farming program?" Conceding there may be technical differences, objectives are here used in the broadest sense and construed to encompass purposes, goals, and aims. The total school program is thought of as only an implementation of the objectives.

#### Criteria for Judgment

Objectives intended to convey to the people concerned the values to be attained as applied to the work of the unit or course may be judged by the following criteria:<sup>2</sup>

1. Can the students interpret for themselves the objectives included?
2. Are the objectives written in terms of gains or improvements by students embodying subject matter and "approved practices" but not merely in terms of covering subject matter?
3. Do the values proposed for the course, or unit, indicate definite accomplishments?
4. Is a reasonable time for achievement stated and can the objective be reached within the time limit?
5. Are the values indicated of worth in and of themselves, more than mere preparation for the next course or to "get through" the one at hand?
6. Are the proposed values consistent with common uses by farmers in out-of-school situations?

#### The Teacher's Job

The teacher's job is that of helping to identify and express at every opportunity and by all practical media the educational objectives, and to assist students, parents, and the public in deriving and understanding the purposes of the program in vocational education in agriculture. Only by keeping these points in mind each time a program is staged, class held, exhibit prepared, or an article written, can we be assured that our "objectives are showing."

<sup>2</sup>Paraphrased from a similar set from the course Education D440, University of Missouri.

The Magazine can use more pictures for the back cover which tell a story. Send in that picture and explanatory legend now which will help others get an idea for improving their programs.

*Organization and Management of Farm Mechanics Program for Vocational Agriculture*, Report of District Conferences of New Mexico Vocational Agriculture Instructors, Division of Agriculture, State Department of Vocational Education, State College, New Mexico. Limited Distribution. 6 pages.

A mimeographed summary of district workshops for vocational agriculture instructors. Outlines the objectives of the farm mechanics program and organization of the program to meet the objectives.



**MISSOURI FARMERS IN ACTION,**  
1st edition, by Ray Derr, pp. 230, illustrated, published by the Missouri Farmer Press, Columbia, Missouri, list price, \$3.00.

*Missouri Farmers in Action* is the story of the growth and development of the Missouri Farmers Association, a major farm cooperative located in the mid-west. The author, Ray Derr, originally wrote the book as a thesis for his doctor's degree at the University of Missouri.

The author begins with a short chapter explaining his reasons for writing the story of the M.F.A. and continues on to detail the history of the organization and growth of the Missouri Farmers Association, the many varied activities of the M.F.A., from its printing plant, radio station, marketing and purchasing associations, and manufacturing plants, to its own oil company. Much of the publication is devoted to a description of the many meetings and behind the scenes activities involved in the operation of the large cooperative.

The book is written in a very interesting and readable style. In fact, it reads about like a novel. This impression is enhanced by the story-like quality of the development of the organization. The book illustrates the lesson which can be learned about farmer cooperatives, but even more important, it shows how effective democratic leadership can be. Of especial interest is the way in which the entire membership of the M.F.A. is kept informed about all the activities of the organization, including the management.

This book is a valuable contribution to the story of the growth and development of cooperatives in the United States.

—A.H.K.

Life Adjustment Books published by Science Research Associates, Chicago, Illinois:

*Study Your Way Through School* by C. d'A. Gerken, pp. 47, price 40c.

*Should You Go to College?* by W. L. Warner and R. J. Havighurst, pp. 48, price 40c.

*Getting Along with Others* by Helen Shacter, pp. 48, price 40c.

*Money and You* by J. K. Lasser and S. F. Porter, pp. 48, price 40c.

*Getting Along in School* by B. L. Neugarten and P. J. Misner, pp. 40, price 40c.

*Make Your Pennies Count* by H. Mark and N. McQueen, pp. 40, price 40c.

*How to Get Along with Others* by B. L. Neugarten, pp. 40, price 40c.

Because teachers of vocational agriculture conduct rather extensive guidance programs as a part of their programs of vocational education in agriculture, they are in need of a variety of materials to help them help their students with the students' many problems. For this reason, the Life Adjustment

## National FFA Contests

E. J. JOHNSON, Program Specialist,  
U. S. Office of Education  
and General Superintendent of  
National FFA Judging Contests

It is recognized that the well-trained student no longer relies on guess when selecting animals for his breeding or market herd. He knows what he is looking for because the "ideal" is well-known to him, being stamped vividly in mind through training under the competent direction of his vocational agriculture instructor.

National contests recognize the educational value of competitive events. Such activities serve to bring out the best abilities of individuals and groups as they compete with one another. The guiding principle on national contests has been:

"The general purpose of these contests is to provide competitive activities which reflect certain abilities and areas of emphasis needed in the education of the successful Future Farmer."

The program for National FFA Judging Contests and related activities in 1954 will be as follows:

### WATERLOO, IOWA

OCTOBER 3—  
9:00 a.m.—Registration of Dairy Cattle and  
to Dairy Products contestants at  
5:00 p.m.—YMCA.  
6:00 p.m.—Coaches and officials of Dairy Cattle  
contest meet at YMCA.

OCTOBER 4—  
9:00 a.m.—Registration of Dairy Products con-  
testants at YMCA.  
5:00 p.m.—Dairy Cattle contest at Dairy  
Cattle Congress.  
6:00 p.m.—Coaches and officials of Dairy  
Products contest meet at YMCA.

Booklets listed above should be of great interest.

All of these booklets are well written, using a style and vocabulary suitable to the high school age student. Where meaningful, check lists are provided to help the individual student rate himself regarding the particular activity or characteristics under consideration. Illustrations add to the interest, and help to point up some of the lessons to be learned. All of the bulletins, except the sixth one listed, provide a list of additional readings for those who wish to read further.—A.H.K.

ANIMAL BREEDING, 5th edition, by L. M. Winters, pp. 420, illustrated, published by John Wiley and Sons, Inc., New York, list price, \$5.75.

*Animal Breeding* is a technical book with special emphasis on inbreeding, crossbreeding, and selection. William E. Rempel contributed a chapter on selection and John N. Cummings wrote the chapter on fertility and artificial insemination. Other chapters discuss such topics as the historical background, Mendelism, breeding cycles, heredity, and grading. The book is well, though not profusely, illustrated.

Like the previous edition, this edition was prepared primarily for a beginning course in the teaching of animal breeding at the college level.

The author, Laurence M. Winters, is professor of animal husbandry and the leader of the research program at the University of Minnesota.—A.H.K.

7:30 p.m.—Arena parade of FFA contestants and presentation of national Dairy Farming awards in Hippodrome arena. (All members urged to wear the official FFA jackets.)

OCTOBER 5—  
8:00 a.m.—Dairy Products contest at Carnation Plant.  
6:00 p.m.—Banquet and presentation of awards at Tavern-On-The-Ocean.

### KANSAS CITY, MO.

OCTOBER 12—  
9:00 a.m.—Registration of Meats, Poultry, and  
to Livestock contestants at Municipal  
2:30 p.m.—Auditorium.  
3:00 p.m.—Coaches and officials of Meats and  
Poultry contests meet in Walnut Room of President Hotel.

OCTOBER 13—  
8:30 a.m.—Meats contest at Swift Packing  
Plant.  
9:00 a.m.—  
to  
2:30 p.m.—Registration of Livestock contestants at Municipal Auditorium.

12:30 p.m.—Poultry contest in Municipal Auditorium Annex.  
3:00 p.m.—Coaches and officials of Livestock contests meet in Walnut Room of President Hotel.

OCTOBER 14—  
7:00 a.m.—Livestock contest at American Royal Arena and Stockyards.

OCTOBER 15—  
7:30 a.m.—Breakfast and presentation of awards at President Hotel.

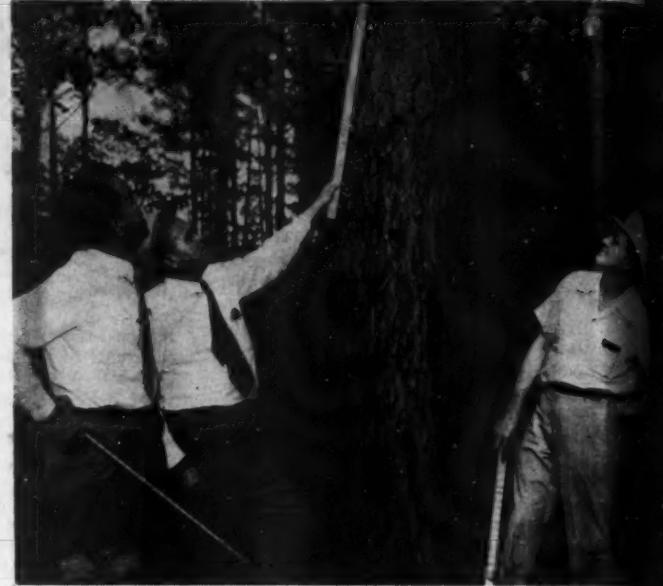
The parade of FFA contestants into the Dairy Cattle Congress Hippodrome arena at Waterloo as shown for 7:30 p.m., Monday, October 4, was started in 1953 and conducted under the direction of John Farrar and H. N. Hansucker of the national office. This event was so well received last year that it is being repeated. Contestants are asked to come attired in the colorful official FFA jackets.

Immediately following the parade and for the first time at Waterloo, a special feature in the Hippodrome arena will be the presentation of the National Dairy Farming awards provided by the FFA Foundation. The four regional winners, one of whom will be declared the national FFA champion dairyman, at that time will receive their awards totaling \$1,100, of which amount \$250 is for travel. Previously, each of these winners, as a State champion, will have received an award of \$100.

In Waterloo, the contestants and their instructors or other responsible chaperons will be housed together at the YMCA, where the charge is 75 cents per night per cot with blankets. Advance reservations at the YMCA are not necessary. Rooms are available in private homes, and here, too, the adult chaperon must be quartered at the same place as the contestants. In private homes, single rooms are usually not in excess of \$3.50 per night per person and \$4.50 per night for two persons in a double room. Persons desiring rooms in private homes will need to make advance reservations through Mr. Paul Myers, Housing Bureau, Waterloo Chamber of Commerce.

In Kansas City, hotel reservations for each team and its adult chaperon should be made by the Head State Supervisor, who can secure them by writing to Mr. Robert B. Coyner, Manager, Convention and Visitors Bureau, Kansas City Chamber of Commerce, 1030 Baltimore Avenue, Kansas City 6, Missouri. It is important that requests for reservations indicate the date of arrival, date of departure, and the number in the party. The housing situation in Kansas City is critical. Reservations should be made early. □

# Stories In Pictures



Prospective majors in Agricultural Education and the College of Agriculture, Ohio State University, are dined, followed by a program, "Opportunities in Agricultural Education," in the Ohio Union. Left to right: Lisle Stewart, a junior in Agricultural Education; Bill Brewer, a freshman in Agricultural Education and Vice-President of the Ohio Association FFA; Chester Hutchison, Assistant Dean, College of Agriculture; Neal Milner, President-elect, Ohio Association FFA; and Ralph E. Bender, Chairman, Department of Agricultural Education.



"Happy birthday to 'Sammy'." H. O. Sampson, retired former state supervisor in New Jersey looked in on the North Atlantic Regional conference again this year, which happened to coincide with his birthday. A dinner meeting of the conference became the appropriate time to accord "Sammy" and Mrs. Sampson this bit of recognition.

(Photo by H. L. Noakes)

FFA Sweethearts are always a popular item at the State Convention. The judges at the Mississippi FFA contest last year could not agree on one girl; therefore, they named two queens—Martha Houston and Martha Gillespie.

It is necessary for Vo-Ag helpers to do much self-improvement if they are to be most effective teachers. We see three Mississippi Vo-Ag teachers trying their hand at estimating timber. They are, from left to right: A. C. Johnson, H. H. Denson and C. Johnston.

Friends and co-workers honorize Professor and Mrs. W. G. Kennedy, the Ohio State University, at a recent dinner. Professor Kennedy retired on June 1, 1954, after devoting 30 years to vocational agriculture and agricultural education. His work in preparing teachers of vocational agriculture in farm mechanics is recognized throughout the United States as a leader in the field. Members of the faculty in agricultural education presented Professor and Mrs. Kennedy with an anniversary gift. Left to right are: Ralph Bender, W. F. Stewart, L. Fidler, Mrs. Kennedy, Professor Kennedy, W. G. Walker and E. O. Bolender.



